

# Family, Friend and Neighbor Child Care Initiative Business Plan

FOR

*Child Care Resources, Seattle/King County*

*Washington State Child Care Resource & Referral Network*

*Family, Friend and Neighbors Caregiving Leaders Team*

**King County, Washington State and National Field-Building  
2008 -- 2010**

**DRAFT – DO NOT DISTRIBUTE**

**August 2007**

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# Acknowledgements

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- National League of Cities

### 55 Community Partners

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## EXECUTIVE SUMMARY

**Purpose of the business plan.** This business plan describes how two strong nonprofit organizations and a collaboration of community leaders will continue to develop a cost-effective and sustainable system so that the extended family child care providers in King County and Washington State have the resources, knowledge and skills to ensure children’s health and safety and nurture all domains of learning and development. These caregivers provide the majority of child care for infants and toddlers.

The plan sets forth attainable and sustainable strategies to provide effective resources and supports to strengthen the quality of family, friend and neighbor child care that are equitable with those provided to children who attend a licensed child care program. Even with the explosion of interest and investment in early learning, very few resources are currently available for informal caregivers, although families choose this type of care more often than licensed care for infants and toddlers.

### **Who Are Family, Friend and Neighbor Caregivers?**

Family friend and neighbor caregivers are grandparents, aunts and uncles, elders, older siblings, friends, neighbors, and others who help families take care of their kids on an informal basis.

They are unlicensed caregivers who provide child care to help out a family member or friend and to spend time with the child. Usually, they care for one or two children at a time and are generally unpaid.

FFN care can be thought of as familial rather than professional care. Most FFN caregivers do not think of themselves as or aspire to become professionals, although a small percentage (about 10%) do go on to become licensed family child care providers.

Sparking Connections Phase II report

**The ultimate goal** of the Family, Friend and Neighbor Child Care Initiative is that all young children are prepared to succeed in school and life. We believe that support for high quality family, friend and neighbor care can help close the current school readiness and school achievement gaps for children of color, refugee and immigrant children, and children living in

poverty. Informal caregivers want help and support if it is customized to fit their circumstances. Although extended family child care offers many benefits to children, families and communities, much can be done to further help caregivers give young children the best start in life and help level the playing field for some of our most vulnerable children.

**Progress requires field building.** Because the field of family, friend and neighbor care is in its own infancy, this plan frames regional and statewide efforts to reflect the dual paths of building a field with other partners while moving ahead with on-the-ground strategies. The plan highlights how past and proposed strategies in King County and Washington State are important field-building contributions in this emergent field.

**Audiences.** The business plan is intended to assist current and potential funders, partners, policymakers and the Family, Friend and Neighbor Child Care Initiative to find areas of mutual interest and opportunities to work together. It also identifies unmet needs and gaps that other organizations may be able to fill. Equally important, it provides internal stakeholders with a consolidated articulation of our theory of change and strategic priorities for the next three years.

**Expected changes in three years.** Developing a system of resources and supports for family, friend and neighbor caregivers requires concurrent progress on numerous fronts, including awareness, systems change, policy change, direct services, financing, evaluation, and more – all within the context of building the field as we go. At the end of three years:

- The Washington State Department of Early Learning and Thrive by Five Washington (the large public-private partnership for early learning in the state), will support policies and provide funding for family, friend and neighbor caregivers on an equitable basis with their support for parents and licensed child care providers.
- Child Care Resources and the Washington State Child Care Resource & Referral Network, the key nonprofit intermediary organizations involved in this initiative, will have the capacity to continue and replicate this initiative in King County and across the state to achieve its long-term goals.

- Parents, family, friend and neighbor caregivers, and early learning leaders will understand how important informal caregivers are in preparing young children for success in school and life and will advocate with policymakers to further strengthen the quality of family, friend and neighbor care.
- Through leveraging existing resources, every major child and family serving system in King County (early learning, family support, health, education, family support, parks and recreation, libraries, ethnic organizations, faith communities, senior services, etc.) will have a meaningful role in providing resources and supports to family, friend and neighbor caregivers.
- Every local child care resource and referral agency in Washington State will have developed at least three partnerships that collaborate to provide resources and supports to family, friend and neighbor caregivers.
- The number of Play & Learn Groups in King County will reach 100; more groups will serve caregivers caring for infants; and the delivery approach and evaluation will have moved this strategy substantially toward becoming an evidence-based program.
- Innovative new program models for different populations of caregivers will have been developed, piloted, and evaluated, including those caring for infants.
- Seattle/King County and Washington State will increasingly be viewed as among the strongest and most comprehensive family, friend and neighbor caregiving initiatives in the country, will have remained a major contributor to field-building, and will provide guidance and technical assistance to other communities.

**Background.** The Family, Friend and Neighbor Child Care Initiative was started by a group of private and corporate funders that participated from 2001 to 2005 in a collaboration called the SOAR Opportunity Fund (a total of twenty-seven participated during that time). At the end of 2005, the funders decided to move to a more informal way of working together. Eleven members of the collaboration formed the Family, Friend and Neighbor Caregiving Leadership Team, which has since been enlarged by adding a number of regional and state community leaders. This group guides and supports implementation of the Family, Friend and Neighbor Child Care Initiative.

The funders collaboration engaged Child Care Resources in 2002 to take on the role of an intermediary organization for the initiative. Child Care Resources is the child care resource and referral agency for King County, and has a long history of brokering and providing resources for parents and licensed child care providers.

Child Care Resources has moved the family, friend and neighbor agenda forward by:

- engaging partners and allies and leveraging existing resources
- securing new resources
- sharing information about family, friend and neighbor care
- sponsoring family, friend and neighbor caregiver learning communities

- developing promising awareness, outreach, program and evaluation practices, strategies and materials
- seeking inclusion of family, friend and neighbor child care in early learning initiatives
- documenting program progress and results
- serving in a national leadership role through sharing practices and evaluation, hosting site visits, facilitating conferences and dialogue, and contributing to research and writing that have advanced the field

Child Care Resources coordinates the Seattle/King County Family, Friend and Neighbor project, working directly with community-based organizations to provide a system of direct services to caregivers.

**Current status.** What started in King County as just an idea in 2001 has evolved into a powerful initiative that is having significant influence in early learning planning and decision-making. The Initiative has established traction on many levels and achieved results in many of the early and intermediate outcomes projected in its theory of change.

Since the Initiative began, support for early learning in Washington has taken quantum leaps, springing from a strong level of interest by the governor, legislature, and major foundations. Because family, friend and neighbor care has been absent or minimally represented on the agendas of many key stakeholders, our initiative has spent large amounts of time and effort to ensure it is included in all key county and state early childhood initiatives.

We are now at a critical stage aimed at developing a meaningful inclusion of family, friend and neighbor care in legislation, budgets and planning that will shape the face of early learning in Washington State for the next several years. There is a small window of time, but incredible opportunities to bring equitable quality improvement efforts to family, friend and neighbor care. If we are not successful, support for quality in this predominant form of child care for infants and toddlers will continue to lag far behind the planning and resources provided for licensed/formal care.

**Achievements.** Independent evaluation reports from 2003 to 2006 show successful achievement in all key outcomes addressed by the Initiative, including changes in organizations, caregivers and policy. (Details available in separate 2006 Evaluation Report and forthcoming round of Play & Learn Group analysis.)



**Content of plan.** The body of this plan contains additional information about its key components:

1. **Need.** Support for family, friend and neighbor child care is the largest gap in the growing momentum around early learning. The vast majority of resources are currently aimed at formal/licensed child care and at parents. Policymakers and funders have been reluctant to support family, friend and neighbor care because of lack of information about its prevalence and importance, lack of knowledge about effective practices, misperceptions that it is poor quality care, and concern that family, friend and neighbor caregivers are too difficult to reach. With this being the most common form of care of infants and toddlers, however, such a large imbalance in resources carries risks of failure in meeting the commonly stated policy goal of preparing all children to succeed in school and life. Further, the imbalance could result in a lack of social equity, a widening of the school preparedness gap and diminished parent choice in child care.
2. **Opportunity.** Family, friend and neighbor caregivers are a huge untapped resource in early learning and development. Surveys of caregivers have confirmed their desire to further strengthen their ability to guide children's development. Family, friend and neighbor care provides many benefits to children, families and communities but lacks the advocacy, awareness and funding to reach its full potential.
3. **Situational Analysis of the Field.** The emerging field of family, friend and neighbor child care is still very young. Across the country, several pioneers are laying the foundation for that field and spurring others to do the same. Yet only a few communities have made strong forays into the field, or documented and evaluated their efforts. Seattle/King County is one of those places, and arguably is the region that has taken on the most comprehensive agenda, based on a theory of change that stretches from research to awareness, outreach, services, coordination, resource development, policy, and evaluation. Family, friend and neighbor child care is severely lacking in development of all of the commonly recognized elements of a field that would help other communities move forward quickly and confidently.
4. **Experience and Capabilities.** Key leaders in Seattle/King County and Washington State have created a successful "incubator" capable of providing family, friend and neighbor caregivers statewide with the resources, knowledge and skills to ensure children's health and safety and nurture all domains of learning and development. The on-the-ground effort is led by

two well-established organizations -- the local child care resource and referral agency for King County and the state child care resource and referral network that implemented a ten-county replication planning project during the first half of 2007 with the support of the Washington Build Initiative. These leaders are poised to bring their work to scale in King County and Washington State and to continue their field-building contributions at the local, state and national levels.

5. **Context for Success: Respect for Culture and Dynamics.** Successfully supporting family, friend and neighbor caregivers requires preserving and building on their strengths. Resources and materials are provided in many languages and at different literacy levels. Programs work with cultural liaisons to create relationships with caregivers and parents. Play & Learn Groups in King County are offered in 14 languages, by staff who are bicultural, bilingual, and have trusted relationships within their ethnic communities. Imposing models driven by regulations and market forces may compromise the largely "social economy" which drives and sustains family, friend, and neighbor caregiving.
  
6. **Three-Year Plan Consistent with Expert Guidance.** A three-year plan for King County and Washington State is based on our experience and evaluation; the current external environment; and experts' assessment of the state of the family, friend and neighbor caregiving field and their recommendations for next steps in field building.
  
7. **Financing for Implementation and Sustainability.** We estimate that the total cost of fulfilling the goals and objectives set forth in this business plan for the next three years is:

2008	\$1,145,000
2009	\$2,012,000
2010	\$2,305,000

The long-term financing model developed is cost effective and sustainable, as it builds largely on existing resources, seeks incorporation in larger early learning and child/family initiatives, and judiciously blends public and private resources. (We expect the greatest proportion of the cost of providing a network of services and resources to family, friend and neighbor caregivers to be supported by expansion and adaptation of existing child and family supports. For example, in 2007, about services valued at about \$400,000 are being provided by other organizations to operate Play & Learn groups.)

8. **Research, Evaluation, Course Corrections and Dissemination.** We need additional qualitative information from parents, caregivers, and community organizations to better understand what would be most helpful to them. We will continue and deepen our evaluation efforts, including updating our theory of change and moving one of our interventions toward an evidence-based practice. We hope to work with other organizations on evaluation issues. We will continue and enlarge our efforts to disseminate what we have learned and to learn from others.

**Conclusion.** The Family, Friend and Neighbor Child Care Initiative can positively impact tens of thousands of young children in Washington. Further, by continuing to serve as a leader in this new field, Seattle/King County and Washington State have the potential to assist communities across the country change the odds for millions of young children. Child Care Resources and the Washington State Child Care Resource & Referral Network are qualified and ready to lead this effort.

**Family, Friend, and Neighbor Care:  
Strengthening a Critical Resource to Help Young Children Succeed**

*From the Annie E. Casey 2006 KIDS COUNT Essay*

Family, friend, and neighbor child-care providers contribute to the healthy development of young children, and they help determine how ready millions of American children are to learn and succeed. At the same time, these critical caregivers often are undervalued and under-supported. Although they represent a huge and longstanding segment of our nation's child-care providers, there are relatively few organized efforts to improve and enhance the quality of the care they deliver. If we strengthen and reinforce their effectiveness, then we can improve outcomes for the children and families who rely on these caregivers.

We need to acknowledge, however, that even though family, friend, and neighbor care is a prevalent and often the predominant form of care for low-income kids, it is not without serious issues and limitations. . . .

Some may view these concerns as an argument against greater support for family-based care. We believe that they underscore the need to pay even more attention to strategies that can improve it—particularly given the evidence that family, friend, and neighbor care will continue to play a significant role in the lives of low-income families. A serious commitment to ensuring that all children have a better shot at starting school with the cognitive, social, and emotional skills they need to succeed requires a focus on ways to improve all of the settings where children spend critical time.

# 1

## NEED

The shared goal of ensuring that *all young* children are prepared to succeed in school and life cannot be achieved without supporting all children's caregivers, including family, friend and neighbor caregivers.

***Family, friend, and neighbor care is the most common type of childcare for infants and toddlers, and for school age children during non-school hours, in Washington State and throughout the country.<sup>1</sup>***

### **Who Are Family, Friend and Neighbor Caregivers?**

Family friend and neighbor caregivers are grandparents, aunts and uncles, elders, older siblings, friends, neighbors, and others who help families take care of their kids on an informal basis.

They are unlicensed caregivers who provide child care to help out a family member or friend and to spend time with the child. Usually, they care for one or two children at a time and are generally unpaid.

FFN care can be thought of as familial rather than professional care. Most FFN caregivers do not think of themselves as or aspire to become professionals, although a small percentage (about 10%) do go on to become licensed family child care providers

Sparking Connections Phase II report

Many families choose to have family, friends or neighbors care for their children because of existing bonds of love and trust. Parents have confidence their children will be safe, and their values, language, culture, and family relationships will be strengthened. In many cultures, family, friend and neighbor care is not seen as a child care arrangement, but simply as the way things are: extended family and community working together to raise children.

Some studies show that family, friend and neighbor care is used disproportionately by the most vulnerable children, (from lower income, single parent, and minority cultural backgrounds) who are at greatest risk of negative outcomes in education, employment and pro-social behavior.<sup>2</sup> Families of many immigrant cultures are also likely to use informal care more often than other child care arrangements.

---

<sup>1</sup> Brandon, R.N. (2005). *Enhancing Family Friend and Neighbor Caregiving Quality: The Research Case for Public Engagement*. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington.

<sup>2</sup> Ibid.

**A**

**Family, Friend and Neighbor Child Care in King County**

In King County, over 51,000 children ages 0-12 have family, friend or neighbor caregivers as their primary type of care (out of a total of 275,000 children of those ages, including those cared by parents). Many families use two or more types of care for their children, so the number of children using some family, friend and neighbor care is considerably higher.<sup>3</sup>

Children birth to five in with FFN as primary care (out of 127,750 total)	26,300
Children six to twelve in with FFN as primary care (out of 147,250 total):	25,500
<b>Estimated total number of children with FFN as primary care:</b>	<b>51,800</b>

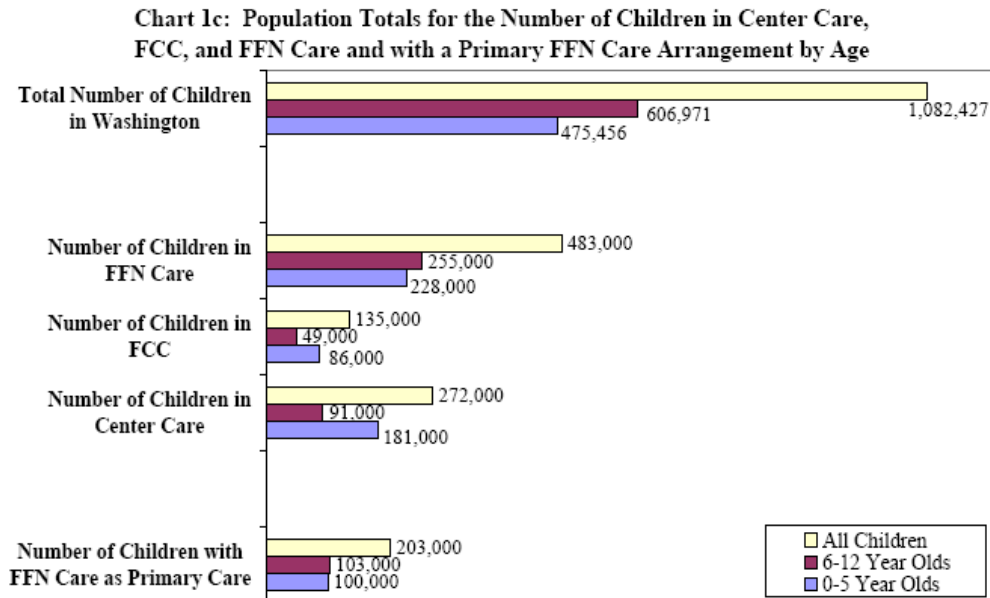
Based on a statewide survey conducted in 2001 showing the average number of children cared for by family, friend and neighbor caregivers, there are approximately 40,000 family, friend and neighbor caregivers in King County.<sup>4</sup>

FFN caregivers for children birth to five: (1.3 children per caregiver)	20,200
FFN caregivers for children six to twelve: (1.4 children per caregiver)	19,600
<b>Estimated total number of FFN caregivers:</b>	<b>39,900</b>

**B**

**Family, Friend and Neighbor Child Care in Washington State**

Family, friend and neighbor caregivers serve as the primary child care providers for over 200,000 Washington children. About 100,000 of those children are ages 0 to 5.



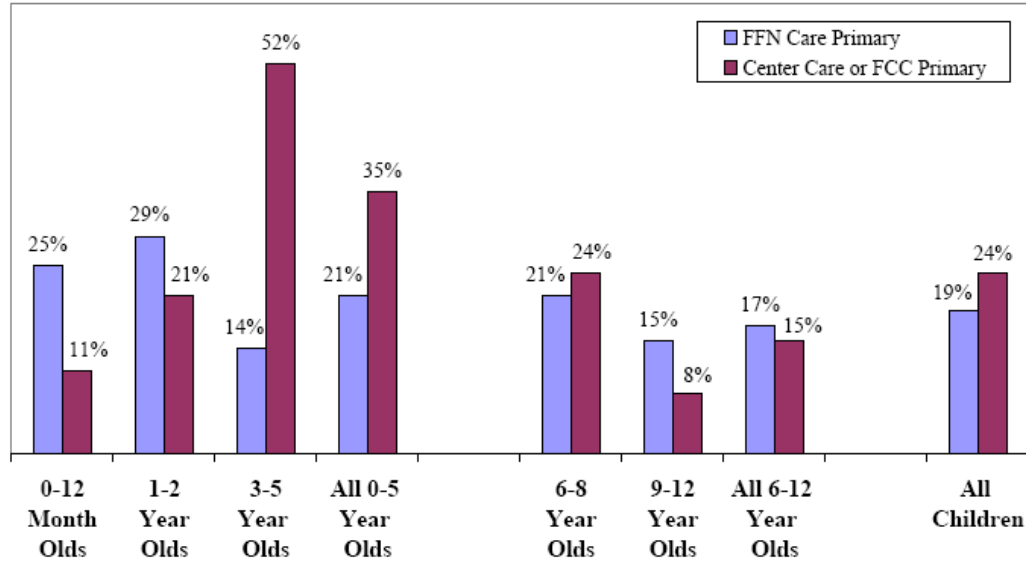
Note: Care categories are not mutually exclusive.

<sup>3</sup> Brandon, R., Maher, E., Joesch-Btatelle, J., Doyle, S. (2002). *Understanding Family, Friend, and Neighbor Care in Washington State: Developing Appropriate Training and Support*. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington.

<sup>4</sup> Ibid.

For children birth to age 2, family, friend and neighbor care is more commonly used as a primary care arrangement than licensed centers and family child care homes combined.

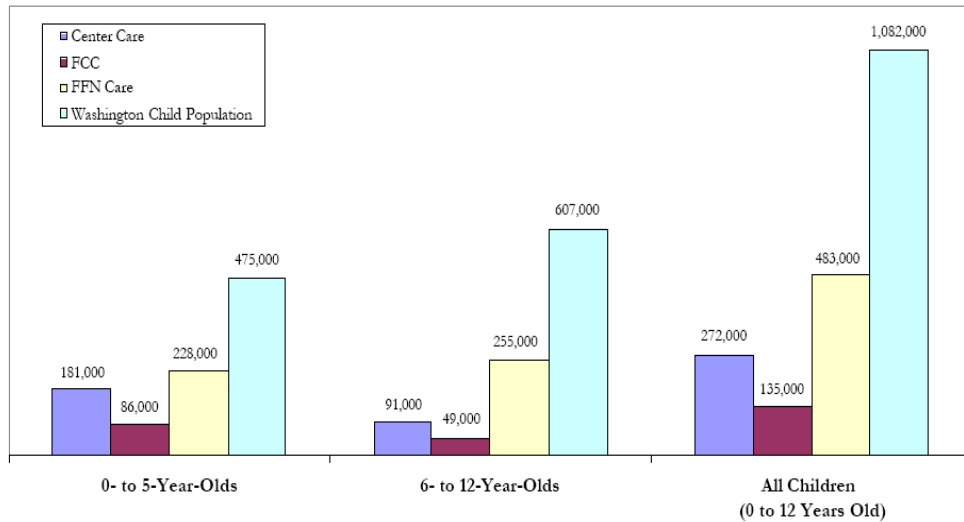
**Chart 4: Percent of All Children with Center Care, FCC, or FFN Care as a Primary Arrangement\* by Detailed Age Groups**



\*No primary care arrangement is the omitted category.

Nearly half a million Washington children age 0-12 are in some amount of family, friend and neighbor care.<sup>5</sup>

**Number of Washington Children in Each Type of Care\* by Age Group**

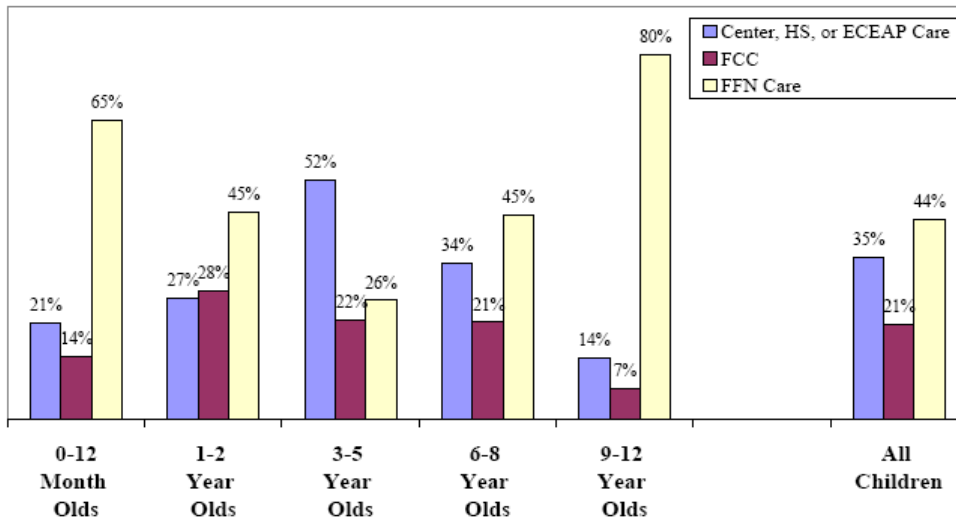


\*Categories are not mutually exclusive.

<sup>5</sup> Human Services Policy Center. (2004). *Parental Child Care Choices in Washington State*. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington.

Approximately two-thirds (65%) of all non-parental care hours for infants, 45% for toddlers, and 61% for school-age children are provided by family, friend and neighbor caregivers in Washington State.<sup>6</sup>

**Chart 3: Percent of All Non-Parental Care Hours Each Week in Center Care, FCC, and FFN Care by Detailed Age Groups**



Estimates of the number of children in family, friend and neighbor care in each county in Washington (based on the statewide prevalence rate) are available in Appendix A. It is highly likely that the prevalence of family, friend and neighbor caregiving varies by county, based on availability of licensed care, family choice, and other factors. This belief is reinforced by information indicating that the percent of children whose caregiver receives a state subsidy and is a family, friend and neighbor caregiver (license-exempt) varies greatly by county. See Appendix B.

### ***Characteristics of FFN Caregivers***

To date, few surveys have been conducted on the characteristics of family, friend, and neighbor caregivers. One survey in Washington State, conducted by the Human Services Policy Center (HSPC) at the University of Washington, found that:

- Two-thirds of family, friend and neighbor caregivers are relatives, and one-third friends and neighbors.
- The majority of family, friend and neighbor caregivers are married and have a child of their own.
- A quarter of FFN caregivers provide more than 30 hours a week of care; the equivalent of a full-time job
- The majority of family, friend and neighbor caregivers are unpaid.
- Family, friend and neighbor caregivers have a wide range of ages and incomes.

<sup>6</sup> Human Services Policy Center. (2004). *Parental Child Care Choices in Washington State*. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington.

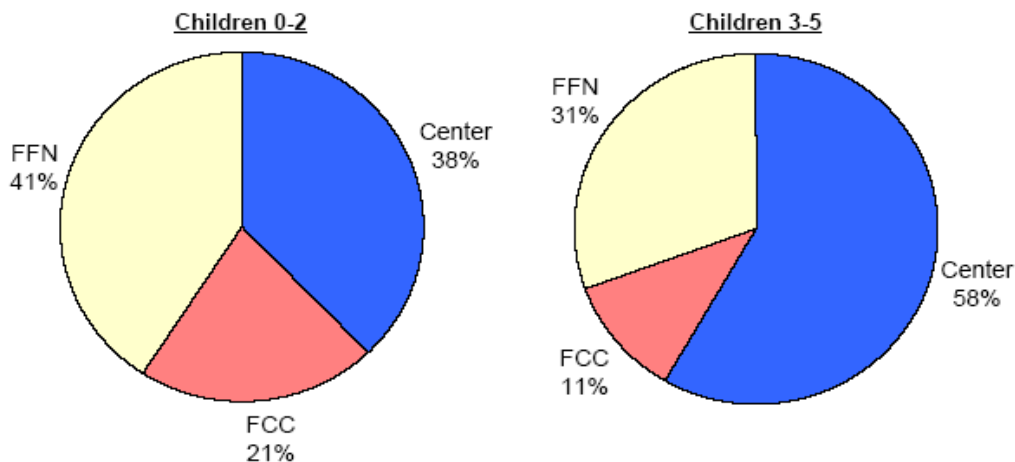
- They reflect the racial/ethnic distribution of the state’s adult population.
- Three-quarters of caregivers care for one or two children.
- Family, friend and neighbor caregivers provide stable care; 69 percent have provided care for 1-4 years, 51 percent for 2-4 years.
- Family, friend and neighbor caregivers have little training or education in early childhood education.
- Many caregivers have concerns and would like help with them.<sup>7</sup>

**C**

**Family, Friend and Neighbor Child Care Nationally**

Nationally, the proportion of non-parental care hours that infants and toddlers spend in family, friend and neighbor care is also quite high.<sup>8</sup>

*Figure 2. % of All Non-Parental Hours in Each Type of Care*



Source: Early Childhood Program Participation Supplement, National Household Education Survey, 2005

**D**

**Imbalance of Resources by Type of Care**

All of the states studied in a recent child care subsidy policy report for the Department of Early Learning “favor licensed providers” in their efforts to improve quality. While most states have made an intentional policy choice to favor licensed providers, Minnesota has taken the opposite tack and has declared policies to improve quality among family, friend and neighbor (license-exempt) providers as a priority.<sup>9</sup>

<sup>7</sup> Kreader, J.L. & Lawrence, S. (2006). Toward a national strategy to improve family, friend, and neighbor child care: Report of a symposium hosted by the National Center for Children in Poverty. New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health. <[www.nccp.org/pub\\_ffn06.html](http://www.nccp.org/pub_ffn06.html)>

<sup>8</sup> Child Care Arrangements Fact Sheet 2006/2007. Human Services Policy Center, Evans School of Public Affairs, University of Washington.

<sup>9</sup> Public Works LLC (2007). *Washington State Child Care Subsidy Policy Report*. Lacey, WA: Department of Early Learning.



In fiscal year 2006-2007, Washington State spent an estimated \$386 M per year of state and federal funds for children 0-6 for child care, Early Childhood & Education Assistance Program, Head Start, Early Head Start, and Migrant and Indian Head Start.<sup>10</sup> The only portion of that funding available to support family, friend and neighbor caregivers was child care subsidies received by license-exempt caregivers (about 20 percent of subsidized children in Washington are in exempt care – including children above age 6.<sup>11</sup>)

**E**

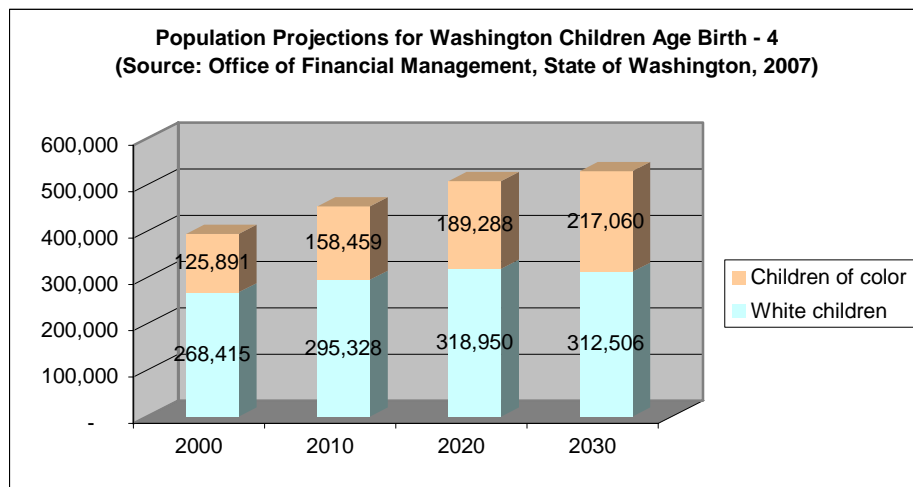
**Future Usage Rate of Family, Friend and Neighbor Care**

Family, friend, and neighbor care is used by children across the Washington State by all types of families. However, several studies indicate that children of color and children of immigrant families with a working mother are more likely to be in family, friend, and neighbor child care than white children.<sup>12</sup>

The population of children of color age 0-4 is expected to continue increasing. In 2000, children of color made up 32% of the total 0-4 population and are expected to grow to 41% of that population by 2030.

Between 2010 and 2030 the number of children of color will increase by 58,600; many of those children will be Latino, a culture in which many families with working mothers choose family, friend and neighbor care. The number of white children will increase by only 17,200 during that time period.<sup>13</sup>

The choices made now by early learning policy makers and funders should not only meet current needs in equitable ways, but also those forecasted to arise in the future. Forecasted demographic shifts indicate that even if licensed care becomes more available, affordable and of higher quality, family, friend and neighbor care could be as prevalent, if not more so, in the future.



<sup>10</sup> Based on documents prepared for the Early Learning Council in 2006

<sup>11</sup> Public Works LLC (2007). *Washington State Child Care Subsidy Policy Report*. Lacey, WA: Department of Early Learning.

<sup>12</sup> Shonkoff, Jack P. and Deborah A. Phillips, eds. (2000) *From Neurons to Neighborhoods: The Science of Early Child Development*. Washington, DC: National Academy Press.

<sup>13</sup> Office of Financial Management. (2007). *Population Projections Ages 0-4*. Olympia, WA.

## 2

# OPPORTUNITY

Family choices for child care arrangements for young children are influenced by many variables: age and number of children, cost, children's developmental stages, children with special health care needs, cultural values, parental work schedules, availability of transportation, availability of care, etc. Through the course of a child's early years, she is likely to be in many different forms of non-parental care; in fact, many children are in multiple care settings in the course of a single day or week.

### A

#### Goal is Quality in All Child Care Settings

One thing all families have in common is the desire for their children to be in a safe, nurturing environment, whether that is with a family, friend or neighbor caregiver, in a licensed center or family home, or in preschool. The best possible system will support high quality care in all care settings, thereby supporting the choices made by families and respecting diverse cultural norms about child rearing and child care.

Family, friend and neighbor caregivers repeatedly indicate they would welcome help and support to strengthen their caregiving if it were offered in ways that met their needs. They represent an untapped resource of massive proportion.

### B

#### Many Parents Prefer Family, Friend and Neighbor Care When It Is Available

Many policymakers and public and private funders hold the belief that most parents would choose licensed/formal child care centers or homes if the cost were less, more slots were available, and the quality of that care were improved. They further believe that family, friend and neighbor care is by definition of inferior quality, and should not be supported by early learning advocates.

However, many parents hold a strong preference for family, friend and neighbor care, which has many advantages not only to children, but families as a whole and communities. Research indicates that parents of all social and economic levels often choose family, friend and neighbor care as a first option, not a last resort. In an Illinois study, two out of three parents said they had not even considered another child care provider before choosing a relative, friend or neighbor as their child's caregiver. Moreover, 9 out of 10 parents said they would still choose their current informal caregiver even if cost or other considerations were not a factor.<sup>14</sup>

Erin Maher, a former Research Scientist at the University of Washington's Human Services Policy Center and now a Research Director at Casey Family Programs, recently said, "I continue to hear from people, even people within the early learning world, that if licensed care were just made more accessible, children wouldn't be in family, friend, and neighbor care. And, while this may be true for small proportion of families, it is also equally true, if not more true, that many families would prefer to use family, friend, and neighbor care if a relative were nearby and willing. Most families who choose this care, choose it because they want it."<sup>3</sup>

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<sup>14</sup> Ramsburg, Dawn. (2005). *Top Ten Perceptions about License-Exempt Care*.

## Family, Friend and Neighbor Child Care – Supporting Parent Choice

Based on their perspectives about child rearing and early learning, families make choices about child care that work best for them. Programs that support increased skills and knowledge of family, friend and neighbor caregivers help meet the needs of many parents through improving quality in these informal settings, and providing resources for caregivers and parents to work together on behalf of children.

Family, friend, and neighbor care has positive attributes that distinguish it from other types of care. However, “we need to take care neither to stigmatize nor romanticize FFN care; like all forms of care, FFN care still has potential problems . . . that need attention.”<sup>15</sup> Commonly shared concerns include: health and safety issues, lower levels of education among family, friend and neighbor caregivers, isolation of caregivers and children, and lack of material and informational resources for enhancing child development.

Centuries of common practice and recent research provide sufficient reasons to provide support and resources to family, friend and neighbor caregivers. With a majority of infants and toddlers not in their parents’ care being cared for by extended family and friends, the opportunity to support healthy child and neural development through strengthening their abilities cannot be overlooked.

**Familial-type love and affection for child.** Most family, friend and neighbor caregivers view themselves as extended family or surrogate parents, not as professional child care providers. The most common reason cited by parents using family, friend and neighbor care is having a known and trusted caregiver (about 50% of parents in each of five states in which surveys of parent preferences have been conducted).<sup>16</sup>

**Good communication and relationship between parent and caregiver.** Parents using family, friend and neighbor care and their providers report good communication and positive feelings about their relationships with one another, according to a 2005 summary of studies. For example, in a 2001 study of low-income families in three cities, mothers using extended family and friend care reported that they were more satisfied with their care, had better communication with their child care provider, and found their child care provider to be more accessible, reliable, dependable, and flexible in meeting their needs than mothers using licensed care reported.<sup>17</sup>

**Motivation.** The primary motivation for a majority of family, friend and neighbor caregivers in Washington was helping out the parent, and a quarter said they were

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<sup>15</sup> Kreader, J.L. & Lawrence, S. (2006). Toward a national strategy to improve family, friend, and neighbor child care: Report of a symposium hosted by the National Center for Children in Poverty. New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health. <[www.nccp.org/pub\\_ffn06.html](http://www.nccp.org/pub_ffn06.html)>

<sup>16</sup> Brandon, Richard N. (2005) *Enhancing Family Friend and Neighbor Caregiving Quality: The Research Case for Public Engagement*. Paper produced in collaboration with Child Trends and the National Association of State Child Care Administrators, an Affiliate of the American Public Human Services Association.

<sup>17</sup> Schulman, Karen and Helen Blank. (2007) *Close to Home: State Strategies to Strengthen and Support; Family, Friend and Neighbor Care*. Washington DC: National Women’ Law Center:

motivated by enjoying spending time with the children. Only a small percent said that earning money was their primary reason for providing care.<sup>18 19</sup>

**Child:Adult ratio.** The child:adult ratio is consistently lower for family, friend and neighbor care than for other types of child care.<sup>20</sup> An analysis of one set of national data indicates that for children between ages birth and 5, center-based care has an average child:adult ratio of 6.5:1, formal family child care of 3.5:1 compared to FFN care with an average of 1.5:1. Over time, while ratios in centers increase greatly as children go from infant, to toddler, to preschool age, they increase only slightly for children in family, friend and neighbor care.<sup>21</sup>

Lower child-adult ratios and group sizes were found to be the strongest predictors of positive (i.e., sensitive, warm, responsive, and cognitively stimulating) infant caregiving across all non-maternal child care settings (including relative care) in the National Institute of Child Health and Human Development Study of Early Child Care. The study also found that positive toddler caregiving was more likely with lower child-adult ratios.<sup>22 23</sup>

**Flexible work hours.** A higher percentage of family, friend and neighbor care than other types of care is provided during “non-standard” evenings and weekend hours. The share of children using family, friend and neighbor care during evenings and weekends averages 54 percent among five state surveys, considerably higher than the 26 percent for licensed family child care, or 9 percent for center-based care.<sup>24</sup>

**Children with Special Needs.** Parents whose children have special developmental or health care needs face exceptional challenges finding appropriate child care. Many parents of children with special needs rely upon family, friend and neighbor care; close, trusting relationships are especially important when entrusting a medically fragile child to non-parental care. The 2001 statewide survey in Washington State indicated that 18 percent of caregivers were caring for children with special needs.

**Stability of caregiver.** In a Washington State survey, the mean duration of caring for randomly selected individual children ages birth through five was 23 months. For children birth through five, 69 percent of family, friend and neighbor caregivers had been providing care for the same child for 12-48 months, and 51 percent for 24-48 months. Compared to the level of turnover estimated for center-based child care

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<sup>18</sup> Brandon, R., Maher, E., Joesch-Btatelle, J., Doyle, S. (2002). *Understanding Family, Friend, and Neighbor Care in Washington State: Developing Appropriate Training and Support*. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington.

<sup>19</sup> Brandon, R., et. al. (2002), supra.

<sup>20</sup> Porter, T. & Kearns, S. (2005). *Supporting Family, Friend and Neighbor Caregivers: Findings from a Survey of State Policies*. New York, NY: Institute for a Child Care Continuum, Bank Street College of Education. <http://www.bankstreet.edu/gems/ICCC/surveypaperfinal.pdf>

<sup>21</sup> Brandon, R., et. al. (2002), supra.

<sup>22</sup> NICHD Early Child Care Research Network. (1996). Characteristics of infant child care: Factors contributing to positive caregiving. *Early Childhood Research Quarterly*, *11*, 269-306.

<sup>23</sup> Kreader, J. Lee et al. (2005). Infant and Toddler Child Care Quality, *Child Care & Early Education Research Connections*, Research-to-Policy Connections No. 2. <http://www.childcareresearch.org/location/ccrca6872>

<sup>24</sup> Brandon (2005). *Enhancing Family Friend and Neighbor Caregiving Quality: The Research Case for Public Engagement*. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington.

workers – 76 percent of staff no longer in the same job after four years—family, friend and neighbor care appears relatively stable.<sup>25</sup>

**Caring for sick children.** Family, friend and neighbor caregivers are often willing to care for children, even when the children are ill.

**Strong communities.** In communities of recent immigrants and refugees, the ability to have children cared for by extended family and friends mitigates the loss of culture and community that many families face in coming to a new country. Family, friend and neighbor care is a form of social networking that supports resilience, prevents isolation, leverages scarce resources, and supports parents and children within the fabric of their extended family and larger community.

**Factors yet to be identified or measured.** Of the few studies of quality of family, friend and neighbor care, almost all have been conducted by and viewed through the lens of professional child care. The studies showing lower quality have not been based on representative samples and used measures that many believe are inappropriate for this setting. With one known exception, studies have not considered how different cultural communities define and practice quality care.

*I'm coming to believe we might have a lot to learn about what this type of care does right, especially in supporting social and emotional development, and how to apply these lessons to professional development in other settings.*

Erin Maher, Ph.D.  
Human Services Policy Center  
University of Washington

The one report that focused on identifying best practices of family, friend and neighbor caregivers from five different cultures concluded that “there are a plethora of abilities not yet captured by most instruments designed to measure the capacities of young children, but which many cultural communities value highly.”<sup>26</sup>

## D

### There is Room for Improved Quality and Caregivers Want Resources and Support

Evidence on quality in family, friend and neighbor caregiving settings is mixed and complex because of measurement and definitional challenges. As with the research on licensed settings, when measuring child care quality in license-exempt settings using global environmental rating scales (e.g., Family Day Care Rating Scale), the quality in family, friend and neighbor care ranges from poor to good. Yet, environmental rating scales are designed to measure structural aspects of the

*We should treat family, friend and neighbor caregivers like family – that is their strength. We should help them create strong and supportive environments for children, which promote healthy development.*

Joan Lombardi, PhD  
Director, The Children's Project

<sup>25</sup> Brandon (2005). *Enhancing Family Friend and Neighbor Caregiving Quality: The Research Case for Public Engagement*. Seattle, WA: Human Services Policy Center, Evans School of Public Affairs, University of Washington.

<sup>26</sup> Emarita, Betty. (2006). *Family, Friend and Neighbor Care Best Practices: A Report to Ready4K. How Culturally Diverse Families Teach Their Children to Succeed and How Early Education Systems Can Learn From Them*. Minneapolis, MN: Ready4K

caregiving setting; exactly the features a family, friend and neighbor caregiver is exempt from having to meet.<sup>27</sup>

Both strengths and areas for improvement can be found in family, friend and neighbor care. A 30-page summary of what has been learned about those strengths and challenges is contained in a recent report from the Families and Work Institute, as part of its Sparking Connections initiative. No firm conclusions can be drawn at this point, although the summary provides guidance on where family, friend and neighbor caregivers may need considerable support.<sup>28</sup>

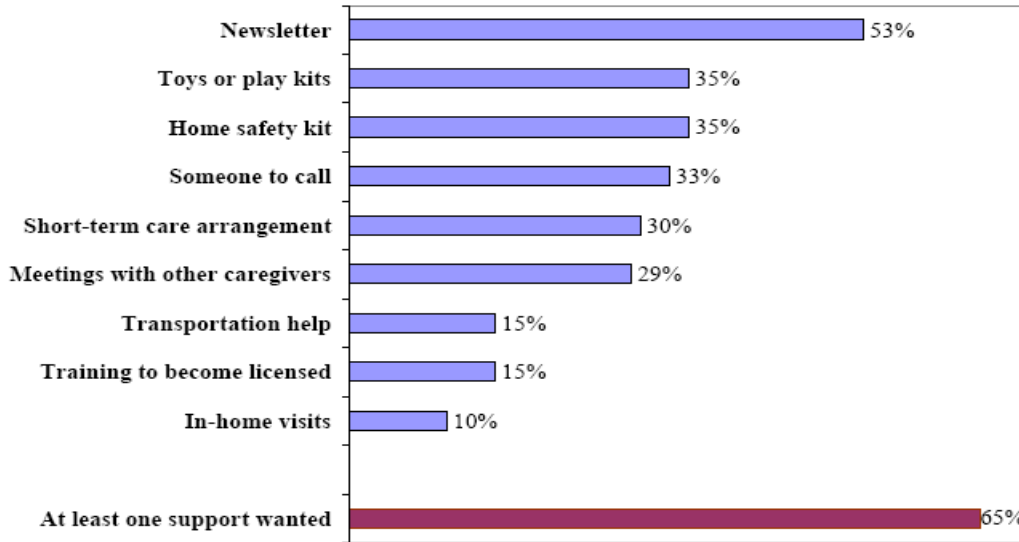
**E**

**Family, Friend and Neighbor Caregivers Want Specific Types of Help**

In 2001, 278 family, friend and neighbor caregivers in Washington were surveyed about their experiences caring for children.<sup>29</sup> A majority reported challenges in providing care, and two-thirds said they would like some type of training or support.

Caregivers say they want to learn in social and comfortable situations rather than in classes or workshops in school-like settings.<sup>30</sup> FFN caregivers preferred that information and supports be built around specific problems and provided within a context of peer support.<sup>31</sup>

**Chart 29: Percent of FFN Caregivers Who Report Wanting Each of the Following Child Care Supports**



**Multiple Benefits from Engaging Grandfather and Child in Play & Learn Group**

A grandfather and his grandson started attending a Play & Learn Group two years ago. In the past year, the grandfather has been connected to many resources and now sees the value of spending quality time with his grandson, interacting and playing.

The grandfather and his grandson now attend a group four days a week. In addition, a mother who attends one of the groups has taken the grandfather and child “under her wing” and includes the toddler in her family outings.

The facilitator of two of these groups has observed immense growth of the grandson, especially in terms of his social emotional skills and witnessed the Grandfather’s new sense of his role in this child’s life, and what he can do to foster the growth and development of his grandson while in his care.

## 3

# SITUATIONAL ANALYSIS OF THE FIELD

In the last five years, advocates, policy makers, researchers, and community agencies have been eager to use the new brain research to strengthen attention to and resources for early learning. In addition, they are being pressured to achieve school readiness and school success. They have begun to realize they cannot achieve those goals without focusing attention and resources on family, friend and neighbor caregivers. As they ponder whether or how to address this large and heterogeneous population, many are searching for information and models about what to do.

Others resist wading into the waters because of the difficulty in reaching informal caregivers, and the complexity of designing effective service delivery to a population diverse in age, education, ethnicity, cultural background, economic status, and even geographic location.

## A

### Family, Friend and Neighbor Caregiving is in Early Stages of Field Building

While interesting work is happening in several states to strengthen the quality of family, friend and neighbor care, it is in the early stages and efforts are not necessarily coordinated or informed by the small body of research that exists. There is still a lack of awareness of the prevalence of family, friend and neighbor care, its importance in shaping children's development and learning, and how to identify and reach caregivers. Definitions and regulations differ from state to state, and policy work is hindered by the lack of understanding of the enormity of the need and recognition of the opportunity.

Several national organizations have conducted research on family, friend and neighbor child care, including Families and Work Institute, the Institute for a Child Care Continuum at Bank Street College of Education, and the National Center for Children in Poverty. In addition, in-depth studies have been conducted in a few states, including Illinois, Minnesota and Washington. This research has sparked a number of national early learning experts and several other national organizations to devote considerable time and resources to furthering efforts to improve the quality of family, friend and neighbor care. United Way of America has included family, friend and neighbor caregiving as one of its priority areas in its national strategies for its Success by 6 Initiative.

An estimated 15 to 20 communities in the country have substantial on-the-ground projects to provide resources and supports to family, friend and neighbor caregivers. These local projects build from and expand the knowledge base in this emerging field.

Despite these innovative activities, family, friend and neighbor caregiving is currently severely lacking in all of the commonly recognized elements of a field:

1. Identity
2. Knowledge base
3. Workforce and leadership
4. Standard practice
5. Practice settings
6. Information exchange

7. Infrastructure for collaboration
8. Resources
9. Critical mass of support
10. Advocates
11. Systemic support

The emerging field of family, friend and neighbor caregiving is still very young. Across the country, several pioneers are laying the foundation for that field and spurring others to do the same. Seattle/King County is one of those places, and arguably is the region that has taken on the most comprehensive agenda, based on a theory of change that stretches from research to awareness, outreach, services, coordination, resource development, policy, and evaluation.

Twenty-three states have publicly funded initiatives to support family, friend and neighbor care, most of them modest in size. Thirty-seven states allow family, friend and neighbors caregivers to participate in professional development activities supported by federal block grants.<sup>32</sup>

Two recent nationwide efforts have gathered information to explore the “state of the field.” The first was a symposium hosted by the National Center for Children in Poverty, held in November 2005, that involved 33 experts who sketched a picture of the field and identified next steps to strengthen research, practice and policy.

The second was a series of informal focus groups conducted in late July 2006, involving a total of 43 participants; of that group, 23 individuals provided a policy perspective, 11 focused on a research perspective, and nine were practitioners. Twelve of the people who had previously attended the NCCP Symposium. This project was organized by an informal alliance of groups seeking a better understanding of what was happening in the field and opportunities for coordinated or aligned field development activities.

In addition, Families and Work Institute recently concluded the second phase of its *Sparkling Connections* initiative, a national consortium of communities, organizations, funders and experts committed to developing strategies to support the family, friend and neighbor care of children. The consortium was guided by seven distinguished national advisors, included eight communities around the country, and involved nine national organization partners. There was considerable overlap with participants in the two “state of the field” groups. The Phase II Sparkling Reports presents lessons learned and recommendations for states, communities, policymakers, funders and other leaders interested in family, friend and neighbor care that will promote positive child development and learning.<sup>33</sup> (Rosters of the experts involved in the three projects described above are included in Appendix C.)

The information gleaned from and the conclusions reached by these groups are very similar. From these sources, we can identify where things stand now in the field, garner a sense of next steps, and demonstrate how Seattle/King County and

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<sup>32</sup> Maher, E. (2007). *Measuring quality in family, friend, and neighbor care: Conceptual and practical issues*. (Research-to-Policy Connections No. 6) New York: Child Care and Early Education Research Connections, National Center for Children in Poverty, Columbia University Mailman School of Public Health.

<sup>33</sup> Sazer-O'Donnell, N., Cochran, M., Lekies, K., Diehl, D., Woods-Morrissey, T., Ashley, N., Steinke, P. (2006). *Sparkling Connections Phase II: A Multi-Site Evaluation of Community-Based Strategies to Support Family, Friend and Neighbor Caregivers of Children*. New York, NY: Families and Work Institute.



Washington State have already contributed heavily to the field and are prepared to continue to do so. The highlights of that exercise are set forth in Appendix D.

## B

### **The Ah-Ha Moment – Seattle/King County is a Major Contributor to National Field Building**

In stepping back to prepare this business plan, the Seattle/King County team identified why so many of its strategies require an inordinate amount of thinking, time and resources, and why its work has been frequently featured as a “showcase” for other regions and states. Although its theory of change revealed the need to achieve change at many levels (system change, building public and political will, coordination and linkage), we did not factor in that we would largely be developing strategies from a blank slate. We must invent almost everything as we go, as there are few if any models for most of what we seek to accomplish.

Because we are operating in an embryonic field, almost all of our strategies and results represent what needs to happen locally, but are also making major contributions to development of the field (see next page).

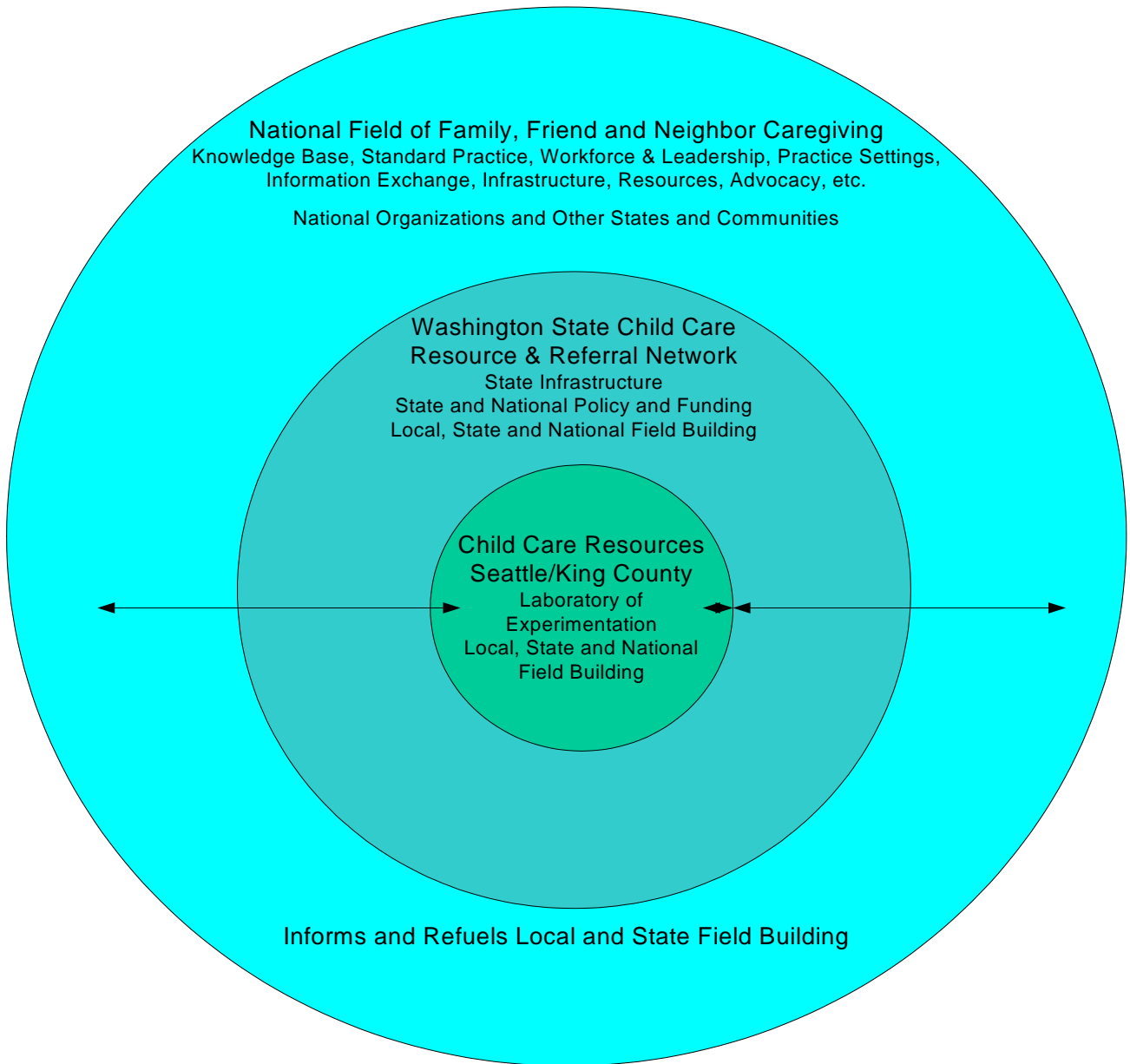
#### **Hewlett Foundation’s Investment in Conflict Resolution Field**

After making a few exploratory grants to organizations interested in conflict resolution, the Hewlett Foundation realized this work represented a field beginning to emerge. Foundation staff became energized by the tremendous untapped potential of conflict resolution approaches. Over many years, the Foundation funded cornerstone organizations to serve as exemplars in the field for others to replicate, developing new models for innovation and sustainability.

Hewlett describes this approach as “funding a laboratory of experimentation,” and provided general operating support grants, which helped to strengthen organizations and build institutions and infrastructure capable of filling the roles needed to build and sustain the field – research, awareness and identity, exchange of information, improving quality, resource development, advocacy, and constant assessment and evaluation.

In addition to making grants to the field that provided immediate benefit to individuals and communities, Hewlett was making long-term investments in the field and its leading organizations.

# Field Building Relationships Family, Friend and Neighbor Caregiving



## 4

# EXPERIENCE AND CAPABILITIES

Twenty-seven public, private and corporate funders participated in the SOAR Opportunity Fund from 2001 to 2005. The driving force for this collaboration was a shared belief that participants could tackle more complex problems and create more powerful results together than alone. The goal of the Opportunity Fund was to increase the quantity and quality of early learning and out-of-school activities for children and youth in King County, with family, friend and neighbor caregiving as its primary investment area. A consultant provided staff support to the group, including grant oversight, fund development and strategic planning.

Along with Child Care Resources; the Washington State Child Care Resource & Referral Network; and a consultant focused on strategic planning, fund development, communications and policy change; the group of funders has served as the backbone for this Initiative for over five years.

## A

### **Funder Collaborative Vital to Launching Family, Friend and Neighbor Caregiving Initiative in King County and Washington State**

The Opportunity Fund's success in bringing family, friend and neighbor caregiving into the spotlight, combined with the creation of effective service models and a cost-effective expansion and sustainability plan for a vital yet previously ignored segment of caregivers, would simply not have been possible without its assets and attributes. This group of funders produced a unique combination of accomplishments:

- Leveraged public and private resources
- Increased visibility of a critical issue
- Created a learning community
- Allowed for flexibility
- Increased the number of grantmakers involved in public policy development

At the end of 2005, the funders decided to move to a more informal and less costly way of working together, while remaining committed to collaboration. A large number of Opportunity Fund members agreed to form an ongoing team to continue to guide and support implementation the family, friend and neighbor caregiving strategic plan. Eleven of those people remain on that team, which has been enlarged by adding a number of regional and state community leaders. Current participants are listed below.

## Family, Friend and Neighbor Caregiving Leaders Team

Chair: *Ron Rabin*, Kirlin Foundation

*Jeanne Anderson*, Foundation for Early Learning  
*Nancy Ashley*, Heliotrope  
*Nina Auerbach*, Child Care Resources  
*Peter Berliner*, Paul G. Allen Family Foundation  
*Rob Beem*, City of Shoreline  
*Alaric Bien*, Asian Pacific Islander Director Coalition  
*Brenda Blasingame*, Thrive by Five Washington  
*Elizabeth Bonbright Thompson*, Washington State Child Care Resource & Referral Network  
*Jane Campell*, King County Developmental Disabilities Division  
*Lisa Conley*, Child Care Resources  
*Grey Coy*, The Discuren Foundation  
*Ceil Erickson*, The Seattle Foundation  
*Sangree Froelicher*, Washington State Department of Early Learning  
*Janice Deguchi*, Making Connections – White Center  
*Lorrie Grevstad*, Washington State Department of Health  
*Wendy Holman*, Seattle Human Services Department

*Karen Hart*, Service Employees International Union  
*Jane Hinton*, Center for Human Services  
*Kursten Holabird*, Service Employees International Union  
*Karen Howell Clark*, United Way of King County  
*Kathie Huus*, City of Seattle Parks and Recreation  
*Garrison Kurtz*, Thrive by Five Washington  
*Erin Maher*, Human Services Policy Center, University of Washington  
*Paola Maranan*, Children's Alliance  
*Carol Maurer*, King County Children & Families Commission  
*David Okimoto*, United Way of King County  
*Kathleen Pierce*, Kirkpatrick Family Foundation  
*Alex O'Reilly*, City of Bellevue  
*Joan Sharp*, Children's Trust of Washington  
*Paula Steinke*, Child Care Resources  
*Harla Tumbleson*, SOAR  
*Pat Wells*, Seattle Human Services Department

## B

### Intermediary Organization Essential from the Beginning

When the Opportunity Fund issued its first request for proposals for community-based organizations willing to provide resources and support to family, friend and neighbor caregivers, it was fortunate to receive a proposal from Child Care Resources offering to take on the role of an intermediary organization. Child Care Resources is the child care resource and referral agency for King County, and has a long history of brokering and providing resources for parents and licensed child care providers.

Since 2002, Child Care Resources has moved the family, friend and neighbor agenda forward by:

- engaging partners and allies
- securing needed resources
- sharing public information about family, friend and neighbor care
- sponsoring family, friend and neighbor caregiver learning communities
- developing promising outreach, program and evaluation practices, strategies and materials
- including family, friend and neighbor child care in early learning initiatives
- documenting program progress and results
- serving in a national leadership role through sharing practices and evaluation, hosting site visits, facilitating conferences and dialogue, and contributing to research and writing that have advanced the field

Child Care Resources coordinates the Seattle/King County Family, Friend and Neighbor project, working directly with community-based organizations to provide a system of direct services to caregivers. The creation of a network of stakeholders and providers has contributed to successes in our policy agenda, and to interest in supporting family, friend and neighbor caregivers by a rapidly increasing number of community organizations and systems.

## C

### **Resource and Referral Organizations Uniquely Suited as Intermediaries for Informal Child Care**

Child care resource and referral agencies are uniquely suited to provide training and development for license-exempt providers, because they offer:<sup>34</sup>

- Community-based organizations and programs, giving child care providers a continuous support link and the opportunity to build lasting relationships.
- Flexible program structures within well-established, service-oriented agencies available over extended periods of time to parents and license-exempt providers.
- Experience in developing and providing culturally and linguistically appropriate support services and training to a diverse group of parents and child care providers.
- A perspective on child care as a fluid system, in which parents and providers move into and out of types of care as needs and priorities change, and a belief that quality care should be available for all children in all types of settings.
- An ability to create and enhance community partnerships.
- Demonstrated collaborative projects with state and local agencies that identify and develop services to benefit children, parents and providers.
- Expertise in evaluation, and a willingness to revise and improve programs.
- A strong belief in a multifaceted approach to enhancing quality.

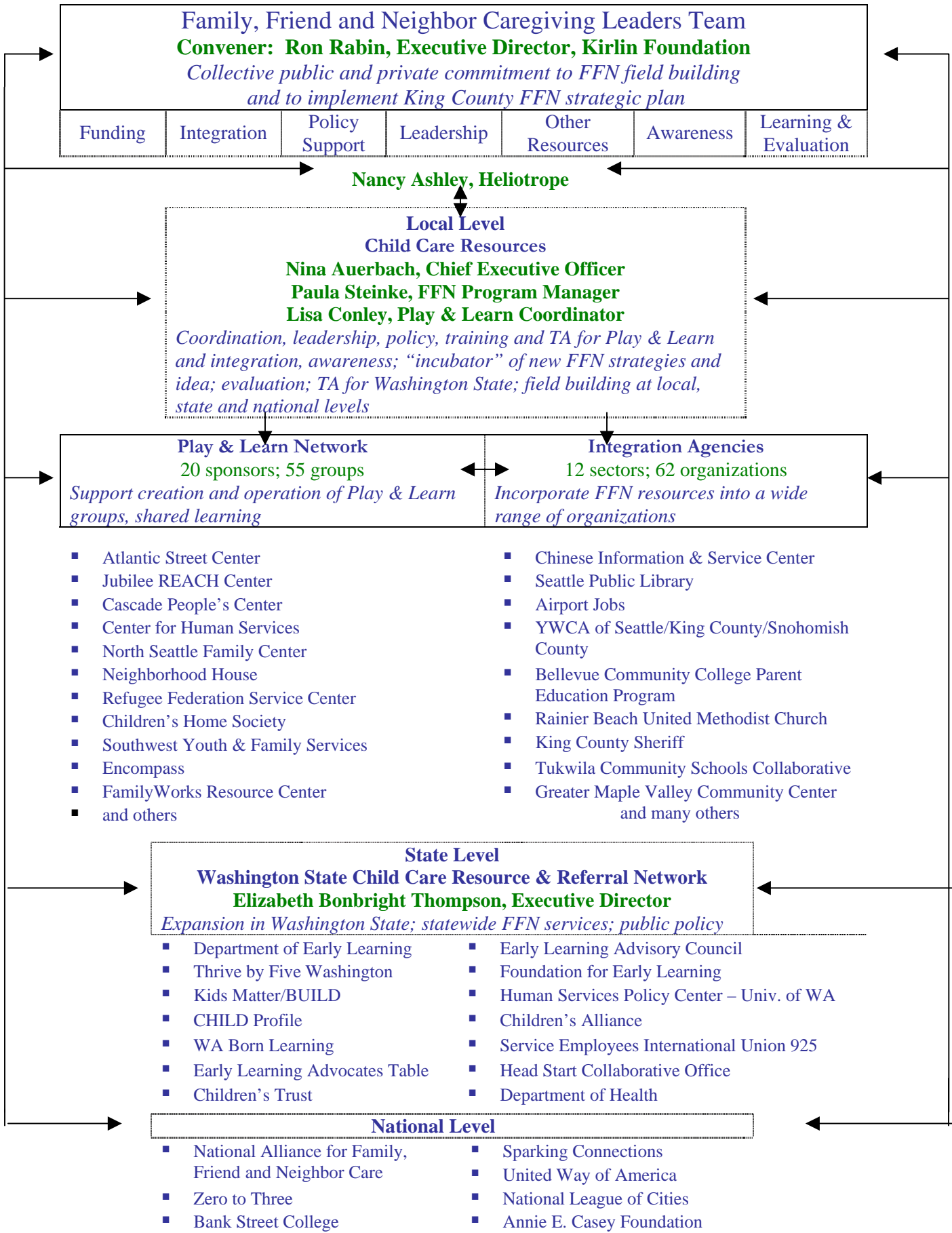
During 2006, as the regional efforts in King County began to influence state policy and funding decisions, the state R & R Network stepped forward to take a leadership role on family, friend and neighbor caregiving at the state level. The state R & R Network is comprised of all local child care resource and referral agencies in the state.

Coordination for the Family, Friend and Neighbor Child Care Initiative is shown below.

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<sup>34</sup> California Child Care Resource and Referral Network (2004). *Supporting and Training License-Exempt Child Care Providers: Recommendations and Strategies for Child Care Resource and Referral Programs*. San Francisco: California Child Care Resource and Referral Network.

**Family, Friend and Neighbor Caregiving Leaders Team  
Coordination of Local, State and National Affiliations**



**D****Child Care Resources Capabilities**

**Overview.** Since 1990, Child Care Resources (CCR) has been recognized as the agency in King County where parents and providers can get accurate information on how to access and improve quality early learning experiences for children birth to five. Starting with the foundation of the nation's first searchable database of licensed child care centers and family child care programs, CCR has grown in response to community need for comprehensive information and resources for early learning experiences. Each year CCR helps over 6,500 families find and access care and partners with over 1,200 providers and caregivers to improve their quality of care. To complete the circle, CCR is a respected expert and advocate for best practices based on research.

CCR leadership and staff have deep experience in the early learning field that is embodied in these innovative programs:

- Homeless Child Care Program
- Child Care Careers
- Provider Training and Accreditation support
- Social / Emotional Development of Young Children
- Family, Friend and Neighbor Program
- Play & Learn Network
- Early Learning Network
- Enhanced Information and Referral Services

CCR effectively uses technology to support online information and referrals with Provider and Parent databases, track a wide range of technical assistance, and monitor contracts.

CCR is a 501(c)(3) agency; its tax identification number is: 91-1465046.

**Funding sources.** CCR has a varied and growing base of support. Beginning with a staff of 15 and an annual budget of \$500,000 in 1990, CCR has grown to a staff of 35.25 FTE with a budget of \$4,799,669 in 2007. Funding is diversified with 35 percent coming from non-governmental sources including 2.5 percent individual contributions; 18 percent foundation and corporate grants; 5 percent special events and 5.5 percent United Way.

**Cultural competence.** CCR is committed to cultural competence and has a diverse board and staff. The board consists of five men and fourteen women; 21 percent of board members are people of color. CCR's ability to answer questions in many languages and its desire to work with diverse communities enhances our work in King County, where residents come from all over the world. Its work with the Child Care Careers program has helped many immigrant women provide quality and culturally appropriate care. Its leadership in the emerging field of family, friend and neighbor child care supports communities all across the County in providing care that reflects and respects their cultures.

**Clients.** CCR serves over 6,500 families, and partners with over 1,200 providers and caregivers throughout King County, Washington.

Client Family Income Information:

- 16% Very Low Income
- 59% Low Income
- 18% Moderate Income
- 7% Above Moderate Income.

Client Ethnicity:

14%	African American
2%	American Indian/Alaska Native
5%	Asian
32%	European American/Caucasian
11%	Latino/Hispanic
1%	Pacific Islander
28%	Unknown/No Response

**Board, Awards and Collaborations.** A list of the current board members, their professional affiliations, and a description of additional volunteer work they do in the community is attached as Exhibit E, along with awards received, and a description of several collaborations in which CCR has played a significant role.

**Staff.** CCR is known for offering culturally competent services. Its web site has parent information in Amharic, English, Russian, Somali, Spanish, and Vietnamese. CCR staff speaks Mandarin and Cantonese Chinese and Spanish, and use real time interpretive services to communicate with people for whom English is not their first language.

38 staff, with three males and 35 females.

45% of staff are people of color.

13%	African American
3%	American Indian/Alaska Native
16%	Asian/Pacific Islander
13%	Hispanic
55%	European American/Caucasian

**CCR Leadership Team**

- *Nina Auerbach*, Chief Executive Officer. Responsible for overall agency management and agency interface with Board of Directors. Currently oversees Family, Friend & Neighbor Program.
- *Kathryn Flores*, Chief Financial Officer. Responsible for agency budgeting, accounting and financial management of the agency.
- *Deeann Puffert*, Chief Program Officer. Responsible for program management, facilities and human resource development.
- *Tom Slattery*, Chief Development Officer. Oversees agency resource development and communications activities.
- *Marty Jacobs*, Director of Parent Services. Responsible for managing Parent Services Specialists who provide personalized and in-depth information referrals and help to families in challenging situations seeking answers to child care questions, including parents who work evenings or weekends, children with special needs, families struggling to manage the cost of care and homeless families. Information and resources provided to families using FFN care.
- *Faye Melton*, Director of Provider Services. Responsible for the provision of all provider related services, for the promotion of quality child care in the community, and for marketing services for providers. Provides key link between CCR and the local community on early learning/child care issues as they relate to the provider perspective and their need for technical assistance and training.



## Family, Friend & Neighbor Program Team

- *Paula Steinke*, Family, Friend & Neighbor Program Manager. Responsible for implementing family, friend and neighbor caregiving strategic plan; develops community partnerships through awareness and advocacy activities; conducts local, regional and national presentations and workshops on family, friend and neighbor care and promising practices; provides technical assistance about family, friend and neighbor caregiving issues, outreach, and services to community based organizations and systems; maintains ties to national field-building efforts; with Ms. Conley, serves as co-chair of Practice Committee for the National Alliance for Family, Friend & Neighbor Child Care.
- *Lisa Conley*, Play & Learn Network Coordinator. Provides technical assistance to organizations sponsoring Play & Learn groups committed to encouraging participation of family, friend and caregivers; facilitates evaluation and shared learning within Play & Learn Network; develops facilitator training; develops practice and curriculum guidelines; provides state-wide technical assistance to replication project sites; engages new organizations as Play & Learn sponsors.

## E

## Washington State Child Care Resource & Referral Network Capabilities

**History.** The Washington State Child Care Resource & Referral Network (R & R Network) is a statewide 501(c)(3) organization created in 1989 to establish a strong community-based infrastructure for delivering core resource and referral services throughout Washington State. The role of the state R & R Network is to:

- Support and nurture local resource and referral programs;
- Develop and maintain partnerships and collaborations that further our mission
- Stimulate, create and distribute quality curricula and other training materials to enhance the ability of the local resource and referral organizations to best meet the needs of their community parents/families and caregivers
- Engage in state and national public policy design and implementation to improve the quality of care and education for ALL young children in Washington State.

*The mission of the R&R Network is to support families and caregivers, shape policy, and build communities that promote the learning and development of children and youth in Washington State through a strong statewide network of local child care resource and referral programs.*

**Services Provided and People Served.** The R&R Network supports 18 community-based, nonprofit child care resource and referral programs throughout the State of Washington. Local R&Rs provide direct services to families, caregivers and community partners. These services include child care referrals and consumer education, technical assistance and training for providers, and child care supply and demand data collection and dissemination. The R&R Network office is an intermediary organization that administers the State contracts for local R&R services, supports local R&R programs and generates and coordinates statewide initiatives to improve the early childhood and school age care system. Our services are available to ALL families in every community

in the state. We respectfully reach out to under and un-served communities with services appropriate to their culture, economic status and linguistic needs.

The R&R Network office also administers the WA Scholarships for Child Care Professionals program, which is the only program in the state that provides scholarships to professionals in the child care and early learning field to pursue their education and build the quality of their services. WA Scholarships provides scholarships for 2-year degrees, credentials and certificates in early childhood education and provides a small number of related 4-year Bachelor degree scholarships.

**Quality and Distinctiveness.** The R&R Network's ability to catalyze systemic change involves building long-term commitments with public entities, private organizations and the business community to create collaborations that can solve problems. The R&R Network leads Washington State in developing models of practice that encompass systemic change and cross-system improvements in the child care and early learning field. R&R Network staff identify, develop and replicate best practices and high quality curricula and deliver these tools to caregivers throughout Washington's early childhood and school-age care system.

The R&R Network's statewide and local presence gives our organization a unique vantage point to see what's needed in communities and what systems changes can make the biggest difference for caregivers and families. The R&R Network's perspective offered some valuable insights during the creation of Washington's Kids Matter Framework. This Framework identifies what needs to change in the early childhood system and outlines strategies for achieving these changes. The R&R Network is listed as a key resource for achieving the goal of Kids Matter, to ensure that *children are healthy & ready for school*.

The R&R Network is also known for effective advocacy, which has led to greater federal and state investments and the creation of the foundational programs which comprise the early childhood and afterschool care system. As a result of its systems work and long-term connections with state and national policy leaders, the R&R Network has played a leading role in leveraging over \$19 million in new public and private dollars for child care and early learning over the past 16 years.

The R&R Network has a long history of successfully administering complex programs and replicating or expanding them statewide, including: the federal Respite Care Grant (it was unique in receiving two over-lapping three year grants); Family to Family/Child Care Aware/Building Blocks (family child care provider training project); Hand-in-Hand (a curriculum for caring for children affected by substance abuse); the provider Recruitment and Retention Project (managed \$4 million/year to support local R&Rs in recruiting caregivers and providing technical assistance and other supports); the Special Needs Project with Washington State Department of Health (managed \$2 million/year for a similar program); and the Infant-Toddler Initiative (managed \$1.2 million/year for a similar program).

Its website, [www.childcarenet.org](http://www.childcarenet.org), has received national recognition and continues to serve as a primary portal for families, caregivers, policymakers and community partners to access information about child care and early learning programs and initiatives.

It also offers a consumer toll-free hotline: 1-800-446-1114 which provides a direct connection for child care consumers to their local R&R for individualized service to best meet their needs.

The R & R Network is currently contracting with Organizational Research Services (ORS) to help it refine its theory of change model for the R&R system and to more specifically align its goals, strategies and outcomes with those of the key statewide early childhood initiative: Kids Matter. It plans to include family, friend and neighbor child care in its theory of change to reflect its inclusion of this child care option that is chosen and used by so many families.

**Role in Partnerships.** The Washington State Child Care Resource & Referral Network is known as one of the most effective and respected statewide R&R Networks in the nation. There are child care resource and referral programs in every state plus the District of Columbia and all the territories. Elizabeth Bonbright Thompson, the R&R Network's Executive Director, has served on the Board of Directors for the National Association of Child Care Resource and Referral Agencies (NACCRRA) for most of the past decade. During her first 8½ years on the Board, she has held key leadership positions including, President (2 years), Past-President (2 years), President-Elect (1 year), and Chair of Public Policy (2 years). After a 4 year hiatus, she has recently been elected back onto the NACCRRA Board and currently serves as Chair of the nationally elected Public Policy Committee.

On the state level, Elizabeth and the rest of the key staff at the R&R Network participate actively in every major partnership and initiative involving early learning, child care and afterschool programs and systems development. The R&R Network strives to be inclusive and comprehensive in our approach to policy issues and distribution of resources. The R&R Network has strong collaborations with state agencies, local governmental entities all across the state and with corporations, philanthropists and statewide nonprofit entities as well.

The R&R Network has also been a key player in some of Washington's most important parent and community involvement efforts, including:

- *The Early Learning Council, Quality Rating and Improvement System Technical Advisory Committee*
- *Child Care Coordinating Committee* (known as the Leadership Council for Quality Care and Education);
- *Every Child Matters*, a non-partisan voter registration effort;
- *BUILD Initiative* (co-led by The Foundation for Early Learning and WA State Head Start-State Collaboration Office), a privately funded technical assistance grant;
- *Early Care & Education Coalition (EC2)*, which was dedicated to moving public will to support investments in quality early care and education. EC2 recently folded into Thrive By Five Washington;
- *Kids Matter Framework*, WA State's early childhood comprehensive systems plan.

**Organizational Structure.** The state R & R Network is a sophisticated organization with a solid governance structure that institutionalizes community input and diverse voices into decision-making practices. The Board of Trustees is comprised of up to 10 non-R&R related individuals, 1 individual who represents the variety of sponsoring organizations which house the local R&R programs and 4 R&R related individuals representing the voices of the 18 local R&Rs. (See Appendix F for a list of Board Members and their professional affiliations.)

## **Primary leadership staff positions include:**

**Elizabeth Bonbright Thompson**, *Executive Director*, has held this position since 1992. She has worked extensively with all levels of government, business leaders and community-based organizations. Ms. Bonbright Thompson has overseen successful statewide expansion of the WA Scholarships model over the past seven years (formerly T.E.A.C.H. Early Childhood® Washington). She oversees all programs of the R&R Network, including administration, monitoring of and technical assistance to the 18 community-based child care resource and referral programs across WA State. Prior to her current position, she served for nine years with the California State Senate as a staff Principle Consultant with a specialty in children's issues and education. Elizabeth holds a B.A. in Psychology from Trinity College.

**Susan Yang Affolter**, *Professional Development Director*, has served in this role since July 2004. She is responsible for the management, implementation and administration of WA Scholarships. Susan previously worked in the early education field in direct service counseling parents on child care options and working for a Head Start program. She has conducted research and policy work to increase subsidies for child care providers working with low income families in Boston as well as in community lending evaluating affordable housing projects and community facilities in San Francisco for creditworthiness. Susan holds a B.A. in Sociology and International Studies from Northwestern University and an M.A. in Public Policy from the Kennedy School at Harvard University.

**Laura Giddings**, *Member Services Director*, has provided technical assistance and support to R&Rs in Washington State since 1996. Her activities have included administering the local core services contracts with the 18 local R&R agencies, monitoring the local R&R core services delivery and fiscal management, developing and sharing best practices, training R&R staff, developing curricula, writing grants, negotiating and monitoring contracts, and standardizing data collection. Prior to coming to the Network office, Laura worked for Child Care Resources in King County as a referral counselor and provider support specialist. Her background includes database management, publishing, and program management. Laura holds a B.A. in Secondary Education from St. Olaf College and a Masters in Divinity from Harvard Divinity School.

**Financial Stability.** The WA State Child Care Resource & Referral Network is a well-respected, solidly established organization with an annual budget exceeding \$5 million with cash reserve of more than 6 months. The R&R Network contracts with an independent auditing firm annually for a comprehensive audit. It has consistently received a clean audit, with no findings and no management letters.

## **Three Year Vision for Family, Friend and Neighbor Child Care**

The core strategy is to design and implement supports for family, friend and neighbor caregivers statewide that are relevant, respectful and meaningful which will improve the early care and learning opportunities for young children supporting their ability to succeed in school and in life.

Over the past five years, Child Care Resources, in partnership with the King County Family, Friend and Neighbor Caregiving Leadership Team, has explored and perfected outreach and implementation strategies for engaging family, friend and neighbor caregivers in "teachable situations" offered through a network of diverse community service providers whom the family, friend and neighbor caregivers already trust. In

2006-2007, the WA State Child Care Resource & Referral Network successfully replicated this model in 10 other counties through 4 other local R&R programs, with technical support from CCR. The challenges ahead are to:

- Continue replicating the Play & Learn model to communities all across Washington State
- Acquire a sense of the types of training or information that family, friend and neighbor caregivers desire to receive and explore the most effective formats for delivering the support services
- Seek input from rural communities and other underserved sectors of the state and design family, friend and neighbor outreach and support initiatives based on the knowledge gained
- Design and develop new outreach strategies to engage family, friend and neighbor caregivers through non-Play and Learn sessions.
- Initiate and replicate the new outreach and educational opportunities
- Track the effectiveness of the strategies and trainings
- Expand the availability of the family, friend and neighbor outreach and training opportunities across the state

For the past 20 years, the vast majority of community-based training for early childhood professionals has been coordinated and/or provided by the child care resource and referral system. Activating core knowledge and weaving in new strategies will enable us to parley these years of knowledge and experience into innovative approaches to improving the quality of care and early learning occurring in family, friend and neighbor settings.

## F

### Theory of Change Guides Strategies and Outcomes

The funders collaboration that launched the Family, Friend and Neighbor Child Care Initiative worked with its independent evaluator to develop a theory of change from which to make investments and track progress. The theory of change has proven to be an invaluable tool for understanding the many essential and interlocking strategies needed to achieve the long-term goal.

The current theory of change is shown on the following pages. The first page depicts the conceptual model for reaching the early and intermediate outcomes needed to achieve the long-term goal: that family, friend and neighbor caregivers have neighborhood-based resources and supports to provide high quality child care and development opportunities so that all children succeed in school and life. Shaded boxes represent areas in which substantial progress has been made -- at the scale at which they have been implemented.

The theory of change was developed by over 30 stakeholders. It illustrates the combination of influence, leverage and direct impact factors that are important contributors to strengthening the quality of family, friend and neighbor care. A confluence of shorter-term outcomes across several field components must be achieved to successfully reach the intermediate and longer-term outcomes.

The second page shows the progression of an individual agency that went from total unawareness of family, friend and neighbor caregiving to a total organizational commitment and integration of resources and support for family, friend and neighbor caregivers and the children in their care.

**Primary strategies and outcomes.** The primary strategies undertaken and outcomes achieved by the Family, Friend and Neighbor Child Care Initiative from 2002 to 2007 are set forth in chronological order in Appendix G. The strategies can be categorized as follows:

*Community Awareness:*

Child Care Resources staff calls attention to the important role played by extended family and friend caregivers in promoting children's healthy growth and development by sharing information and results with other child- and family-serving organizations, systems and policymakers.

*Systems Integration:*

Child Care Resources partners with a variety of community-based organizations to create a network of support for family, friend and neighbor caregivers in Seattle/King County. Through these connections, local organizations provide resources and information to caregivers via library systems, parent education programs, family and community centers, faith communities, employment specialists, public health programs and more. Child Care Resources provides technical assistance, resources and materials.

*Play & Learn Network:*

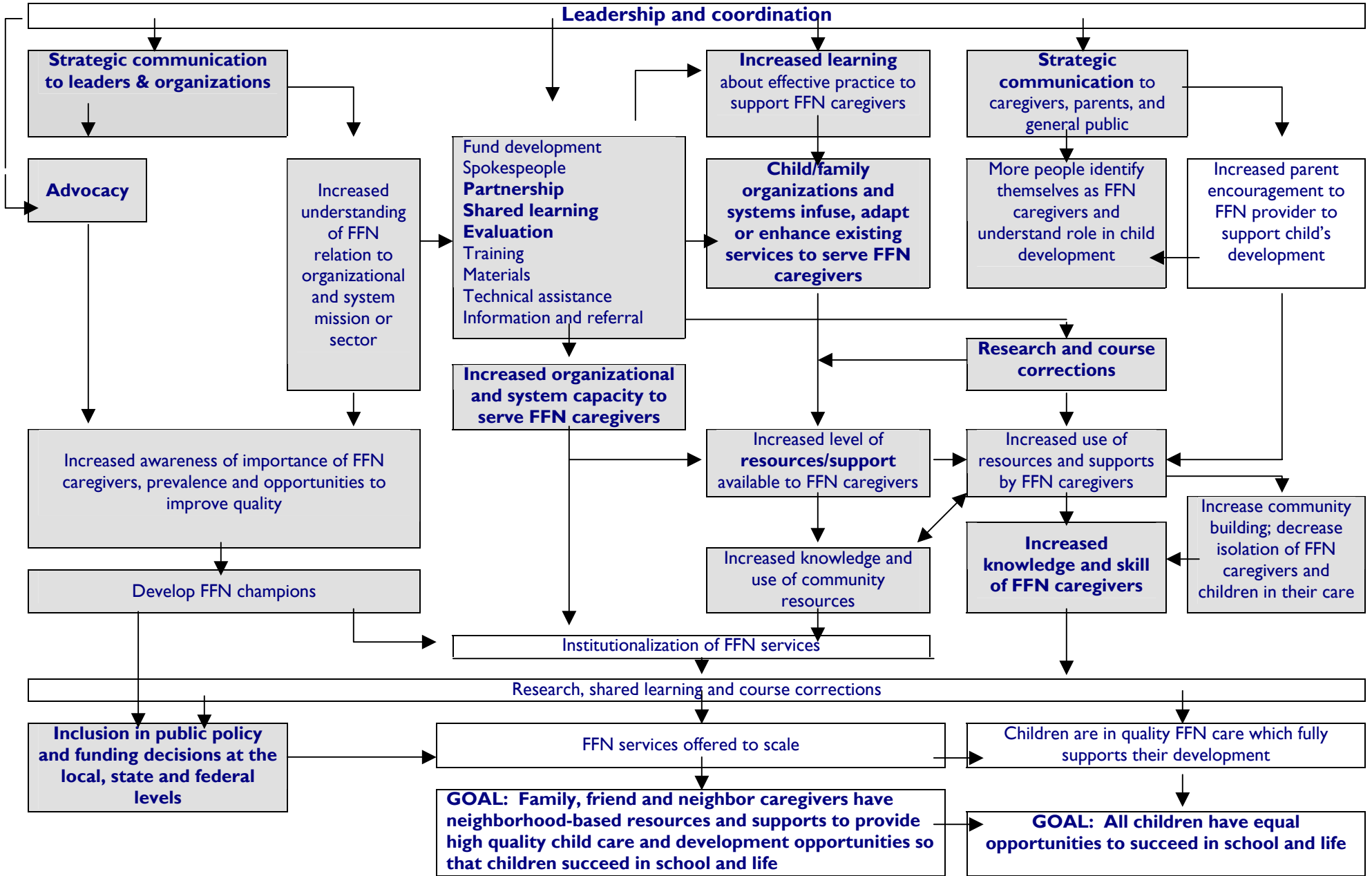
Child Care Resources coordinates the Play & Learn Network, a group of organizations throughout King County that offers Play & Learn groups committed to engaging family, friend and neighbor caregivers and support Play & Learn efforts. The Play & Learn Network serves as a centralized source of support and information about Play & Learn groups. At a Play & Learn Group, children and their caregivers participate in planned age-appropriate activities. Groups are free, and led by a facilitator trained in child development who also provides caregivers with information and resources to enhance their ability to care for children. Play & Learn groups typically meet once or twice a week for two to three hours in neighborhood sites, such as community centers, family service centers, and churches and other religious institutions.

*Policy and Advocacy:*

The Family, Friend and Neighbor Child Care Initiative is pursuing a policy agenda at the local and state levels. The plan proposes a strategy for growing and sustaining a network of resources and supports for family, friend and neighbor caregivers, including a common framework and approach to supporting caregivers across the state, infrastructure for community awareness, training and technical assistance, and a public funding stream to complement private investments and community resources.

# Seattle/King County Family, Friend and Neighbor Theory of Change

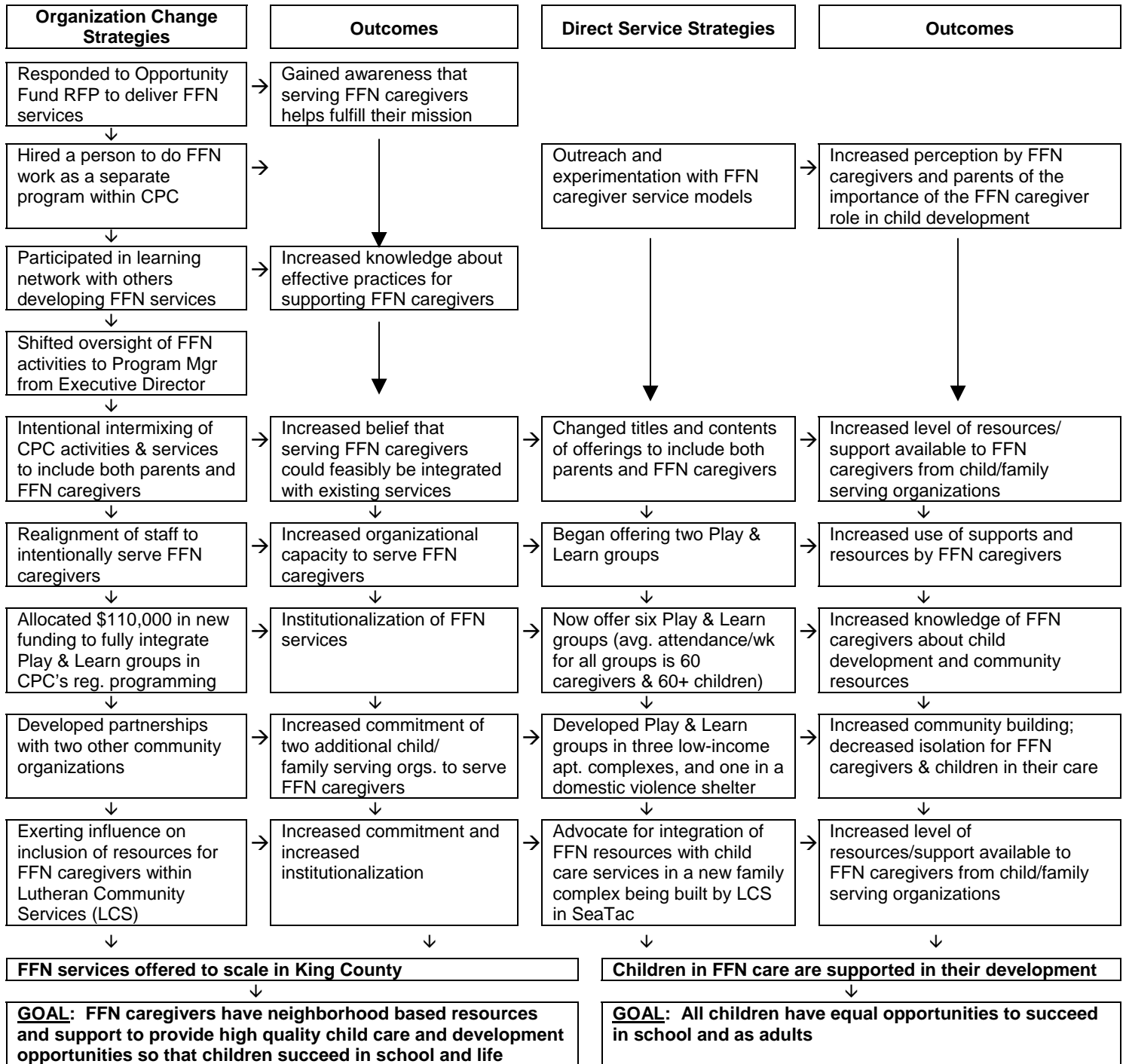
(Shaded areas indicate areas of substantial progress at the scale at which they have been implemented)  
 (Bold font indicates key strategies and outcomes)



## Theory of Change for Family, Friend and Neighbor Service Integration Example: Cascade People's Center

Cascade People's Center (CPC) is one of seven family support centers in Seattle that receives funding from the City of Seattle. CPC is located in Central Seattle and serves more than 6,000 people a year. It is a program of Lutheran Social Services, and services Spanish-speaking, African American, and refugee and immigrant families.

In two years, CPC has gone from total unawareness of FFN caregiving to a total organizational commitment and integration of resources and support for FFN caregivers and the children in their care. In addition, CPC has engaged several community partners in supporting FFN caregivers, and is now influencing awareness and program development in other parts of Lutheran Community Services (LCS). Current efforts include advocating for integration of FFN resources with child care services being designed for a Community Services Building in the City of SeaTac. The center will provide programs and social services for South King County residents. The Cascade People's Center's integration efforts are depicted below and provide additional detail about the integration portion of the overall theory of change.





**G**

**Findings from Evaluation Reports**

The Family, Friend and Neighbor Caregiving Project has been evaluated by Organizational Research Services (ORS), an independent third-party evaluator, since 2003. Key findings from the 2006 evaluation are set forth below.

**1. Engaging Community Organizations**

In 2006, Child Care Resources staff and other consultants documented integration and collaboration development contacts with 109 organizations in Child Care Resources data bank. Of these, CCR developed more intentional integration relationships with 33 organizations, which included the development and tracking of an integration action plan. In the fall of 2006, Organizational Research Services surveyed organizations that had worked with CCR staff. Thirty seven individuals from 35 organizations responded to the online survey, a 63.8 percent response rate.

**TABLE 1: Frequency of Organizations’ Participation in Family, Friend and Neighbor Project Activities (N=36)**

	<b>Response Total</b>	<b>Response Percent</b>
Met with a CCR representative about family, friend and neighbor caregiver issues and opportunities	26	72.2
Received <i>Taking Care of Our Children</i> or <i>Getting School Ready</i> booklets for distribution	25	69.4
Received email resources	22	61.1
Attended a Play & Learn Network Meeting	21	58.3
Seen the family, friend and neighbor caregiver information on the CCR website	20	55.6
Attended a Play & Learn 101 Training	15	41.7
Received a training or presentation from CCR staff about family, friend and neighbor caregivers	15	41.7
Other	9	25.0

**2. Increased Awareness among Community-Based Organizations**

In 2006, Child Care Resources hoped to increase awareness among community-based child and family serving organizations and agencies of the messages contained in Tables 2 and 3.

Organizational Research Services surveyed 37 individuals from 35 organizations who had worked with Child Care Resources staff on integration efforts about changes in their knowledge of family, friend and neighbor caregiving messages and issues since working with CCR.

**TABLE 2: Pre and Post Ratings of Organizational Awareness**

	<b>N</b>	<b>Pre-Mean</b>	<b>Post-Mean</b>	<b>Sig.</b>
My organization is aware of family, friend and neighbor caregivers’ role in school readiness and children’s development	34	4.09	4.47	**

*Scale: 1-Strongly Disagree, 2-Disagree, 3-Neither Disagree nor Agree, 4-Agree, 5-Strongly Agree*  
 \*  $p < 0.05$ , \*\*  $p < 0.01$

**TABLE 3: Frequency of Organizational Awareness about Family, Friend and Neighbor Caregivers and Related Topics (N=35)**

	<b>Don't Know</b>	<b>About the Same/ Already Knew</b>	<b>A Little More Than I Knew Before</b>	<b>A Lot More Than I Knew Before</b>
Who FFN caregivers are	2.9	17.1	31.4	48.6
How prevalent FFN caregiving is in my community	5.7	20.0	25.7	48.6
How my organization can support FFN caregivers and the children they care for	2.9	14.3	31.4	51.4
Reasons why families may prefer FFN care for their children	0.0	34.3	28.6	34.3

### 3. Increased Level of Resources for Family, Friend and Neighbor Caregivers

Child Care Resources supports efforts to increase resource availability for caregivers by providing materials, such as the *Taking Care of our Children* or *Getting School Ready* booklets, and technical assistance to adapt existing services or create new programs.

**TABLE 6: Frequency of Service Practice Changes by Organizations (n=36)**

	<b>Not at all</b>	<b>A Little</b>	<b>A Lot</b>
Distributed or displayed resources specifically for FFN caregivers, such as <i>Taking Care of Our Children</i> or <i>Getting School Ready</i>	16.7	22.2	44.4
Expanded existing activities to serve FFN caregivers	19.4	33.3	36.1
Used language inclusive of caregivers on mailings, brochures or other materials.	13.9	41.7	30.6
Sought funding specifically for FFN-related activities	30.6	27.8	30.6
Included services for FFN caregivers in our strategic plan or other planning activities	19.4	36.1	27.8
Created new services or activities for FFN caregivers	25.0	30.6	25.0

*Note: because respondents did not choose an answer for each option, the percentages may not add up to 100 percent.*

### 4. Play & Learn Group Participants

In 2006, 11 organizations facilitating 35 Play & Learn groups participated in the evaluation, submitting 567 Play & Learn Feedback Forms, approximately a 50 percent response rate. Based on the self-reported data on Play & Learn Feedback Forms, it appears that family, friend and neighbor participants obtain greater benefits than parents who attend the groups, and that those who attend 36 or more times and/or whose first language is other than English received even larger benefits. See Table 7 on the following page.

**Table 7: Percent of Play & Learn Group Participants Reporting They Changed “A Lot More” by Group<sup>35</sup>**

Play & Learn Feedback Form Items:	ALL Participants N=567	FFN Only N=135	FFN Only: Attended 3- 35 times N=82	FFN Only: Attended 36 or more times N=45	FFN Only: English form completed N=82	FFN Only: Non-English form completed N=49
Increased knowledge “a lot more” in at least one of three areas because of what they had learned in Play & Learn.	65.8	74.1	77.8	91.1	71.6	<b>93.5*</b>
4. I understand the role I have in helping the child/ren in my care be ready for school. <sup>36</sup>	49.6	57.0	53.3	<b>77.8*</b>	52.6	<b>70.8*</b>
5. I know what to expect of children at different ages.	46.7	51.9	47.4	<b>66.7*</b>	44.9	<b>63.3*</b>
7. I understand how children learn through playing.	57.3	67.4	66.7	80.0	64.0	79.6
Changed behavior “a lot more” in at least one area because of what they had learned in Play & Learn.	72.7	77.8	80.6	91.1	74.3	<b>97.9*</b>
8. I have helped the child/ren in my care learn a new skill, such as recognizing letters or numbers or counting.	40.9	48.9	47.1	<b>78.9*</b>	44.6	<b>71.7*</b>
9. I help the child/ren in my care get along with other children.	58.7	64.4	58.4	<b>84.4*</b>	57.9	<b>79.6*</b>
10. I spend more time talking or doing activities with the child/ren in my care.	48.5	55.6	48.1	<b>77.8*</b>	46.1	<b>73.5*</b>
11. I read or look at books with the child/ren in my care.	48.7	54.1	47.4	<b>75.0*</b>	50.6	64.6
12. I use community/neighborhood activities or resources to help the child/ren in my care learn and be healthy.	44.3	56.3	49.4	<b>79.5*</b>	49.3	<b>72.9*</b>
13. I provide opportunities for the child/ren in my care to try things on their own.	46.9	57.0	51.3	<b>81.4*</b>	50.0	<b>78.7*</b>
14. I help the child/ren in my care talk about and understand their feelings.	37.6	48.9	47.1	<b>81.6*</b>	43.8	<b>81.4*</b>
6. Decreased isolation “a lot more” by talking with another adult about caregiving.	57.0	61.5	56.4	<b>75.6*</b>	55.8	<b>73.5*</b>

\* Asterisked items denote a statistically significant difference at  $p \leq .05$  from the other population between respondents who reported changing “a lot more” compared with those who reported changing “a little more,” “about the same,” or “didn’t learn in P&L.”

<sup>35</sup> Participants rated how they had changed for each item since participating in Play & Learn on a scale of “A lot more,” “A little more,” “About the same” or “Didn’t learn in P&L.”

<sup>36</sup> Questions on the survey start with “4” because Questions 1-3 are demographic and participation questions.

## 5. Changes in Policy

In 2006, the Family, Friend and Neighbor Project team enhanced its focus on policy and advocacy in early childhood systems. All outcomes in this area were achieved:

- The number of champions—individuals outside of the project team who embrace the issue and will speak publicly about it—increased. New partners have come on board and taken concrete actions that show their support of the issue. Team members believe the champion development strategy is key and will continue to foster relationships to increase the number of champions and achieve policy goals.
- All key early childhood initiatives included family, friend and neighbor caregivers in their statewide planning documentation. Though the impact of the inclusions remains to be seen, inclusion was an essential first step.
- Outreach efforts to achieve financial support, or leverage, also met with success. Though not all contacts yielded fruit, new and continuing funders did provide concrete financial support for family, friend and neighbor-related work. The goal remains to identify stable and continuous funding for infrastructure and quality improvement functions.

## 5

# CONTEXT FOR SUCCESS: RESPECT FOR CULTURE AND DYNAMICS

Family, friend, and neighbor care is a new name for the most ancient and widely practiced form of child care in history. It describes a network of relatives, close friends, and neighbors who are involved with parents in the care and education of young children.<sup>37</sup>

### A

#### Family, Friend and Neighbor Care is Different

Family, friend and neighbor care is fundamentally different from regulated center-based care or family child care. For the most part, this child care choice is embedded in relationships between caregivers and parents that begin—especially for relatives—long before the child care starts and continues long after the child care ends. Many family, friend and caregivers intend only to care for their grandchildren, nieces or nephews, or their close friends' children.<sup>38</sup>

### B

#### Family, Friend and Neighbor Caregiving Operations Largely through Social Relationships

Family, friend and neighbor caregiving has its own set of incentives and social expectations.<sup>39</sup> The logic used to sustain, enrich, and regulate licensed/formal care cannot be imposed on family, friend and neighbor care without risking substantial harm.

Informal childcare, such as family, friend, and neighbor care has existed for centuries. Its primary motivator is maintaining social relationships. The approaches and types of investments used to shape the formal child care system could prove harmful to the powerful positive attributes of informal child care. Some of the features and dynamics that differentiate family, friend and neighbor care are:

- Primary motivator is social
- Incentive is derived from the pleasure of working with friends and relatives
- Values solidifying relationships
- Economic worth of time and labor is not commonly calculated
- Kinship bonds increase and distribute support and services through the community

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<sup>37</sup> Emarita, Betty. (2006). *Family, Friend and Neighbor Care Best Practices: A Report to Ready4K. How Culturally Diverse Families Teach Their Children to Succeed and How Early Education Systems Can Learn From Them*. Minneapolis, MN: Ready4K.

<sup>38</sup> Sazer-O'Donnell, N. Cochran, M., Lekies, K., Diehl, D., Woods-Morrissey, T., Ashley, N., Steinke, P. (2006). *Sparkling Connections Phase II: A Multi-Site Evaluation of Community-Based Strategies to Support Family, Friend and Neighbor Caregivers of Children*. New York, NY:Families and Work Institute.

<sup>39</sup> Emarita, Betty, personal communication February 2007.

Family, friend and neighbor care is especially well suited to accommodate the needs of culturally diverse families. In fact, many families, especially recent arrivals from other countries, choose this type of care because of its ability to support their cultural, ethnic, religious and/or linguistic values and priorities. Creating and sustaining culturally supportive and enhancing care requires organizations to build relationships with diverse community groups, hire culturally diverse program staff, understand effective ways of working with different cultural groups and share this knowledge with partners. These strategies increase respect, legitimacy and trust. This trust-building process takes time and persistence, but is essential to building the cultural bridges that lead to authentic exchanges of information and full collaboration.<sup>40</sup>

Identifying and reaching family, friend and neighbor caregivers, a largely hidden population, depends heavily on working with existing social networks. Likewise, helping isolated caregivers form social networks offers considerable benefits to the caregiver and children.

Cultural awareness and responsiveness are crucial for understanding and helping to create social networks for family, friend and neighbor caregivers. Like issues of ethnicity, gender, or class, social networks often operate under the surface of what's "visible." Failure to understand and respect the roles and dynamics of familial groups or

### **Chinese Grandparents and Granddaughter Grow Together**

Wendy is a 3 years old Chinese girl who has been attending Chinese Information and Service Center's Play & Learn group with her grandparents for almost a year. Neither Wendy nor her grandparents spoke any English when they joined. In her first few months of participation, Wendy was easily irritated, refused to sit down or follow instruction, and interrupted activities without a sense of self-control. She spoke with a limited vocabulary. There was little positive interaction between Wendy and her grandparents.

The bilingual and bicultural facilitators paid special attention to engaging her and assessing her needs. At the same time we also spent time engaging her grandparents and found out the grandparents were having a hard time disciplining Wendy or understanding her needs. Besides just telling the grandparents about Wendy's developmental stages and needs, we also made use of the play and learn time to model appropriate ways to engage, re-direct and give directions.

We also provided ideas of activities that Wendy and grandparents can do and enjoy at home. In Chinese culture, elders do not play with children, so the facilitators must respectfully introduce the concept and value of play and model how to do it.

Both Wendy and her grandparents made significant improvements throughout this year. Wendy's vocabulary has grown; as has her ability to relate to others. She greets other people more often, she is able to stay with the group and in activities longer, and she is calmer. She can express her needs without screaming. Wendy's grandparents have also grown to enjoy the play and learn time. They are more able to stay with Wendy instead of forcing her to do what they think she should do. They also learn English with Wendy together during the play and learn time.

<sup>40</sup> Sazer-O'Donnell, N., Cochran, M., Lekies, K., Diehl, D., Woods-Morrissey, T., Ashley, N., Steinke, P. (2006). *Sparkling Connections Phase II: A Multi-Site Evaluation of Community-Based Strategies to Support Family, Friend and Neighbor Caregivers of Children*. New York, NY: Families and Work Institute.

neighborhoods can create barriers that are almost impossible to overcome once they have been erected.

Researchers have documented many ways in which social networks can improve the health and school readiness of children. In addition, the benefits of strong social networks for family, friend and neighbor caregivers go beyond child development. Social networks often provide the staying power needed to sustain individual and community change.

## D

### Family Support Framework

Agencies have found that strategies flexible and responsive to the caregivers' circumstances and emerging issues have been the most effective at engaging caregivers. Through the adoption of family support principles, agencies have been prepared to effectively support the improvement of quality of care by informal caregivers. Adhering to these same principles when considering systemic efforts and strategic planning is also important.

Programs rooted in family support principles:

- are driven by families' needs and desires
- view children holistically;
- take into consideration children's connections to their families, communities and culture; and are voluntary and flexible.<sup>41</sup>

Caregiver and family needs and challenges frequently fall outside the parameters of typical professional caregiver education. Issues

encountered can range from material needs, such as family, friend and neighbor caregivers needing books or cribs to intergenerational conflicts. Family Support Principles<sup>42</sup> help community organizations to increase their effectiveness and their ability to help both caregivers and the children they serve.<sup>43</sup>

*We may need to re-think our current definitions of child care quality in the context of family, friend and neighbor caregivers. I'm caring for my granddaughter every Friday and have learned from personal experience that this is very different from regulated care. Now I've been rethinking everything I assumed about how to support caregivers and define quality. It's a lot more like supporting families.*

Kathy Modigliani

Director, Family Child Care Project

<sup>41</sup> Sazer-O'Donnell, N., Cochran, M., Lekies, K., Diehl, D., Woods-Morrissey, T., Ashley, N., Steinke, P. (2006). *Sparkling Connections Phase II: A Multi-Site Evaluation of Community-Based Strategies to Support Family, Friend and Neighbor Caregivers of Children*. New York, NY: Families and Work Institute.

<sup>42</sup> Family Support Washington <http://www.familysupportwa.org/principles.htm>

<sup>43</sup> Sazer-O'Donnell, (2006), supra.

## 6

# THREE YEAR PLAN BASED ON CONTEXT AND EXPERT GUIDANCE

From 2008 through 2010, progress toward the ultimate goal that children in all caregiving settings will have an equal opportunity to succeed at school and in life will depend heavily on the ability of the Family, Friend and Neighbor Child Care Initiative in King County and Washington State to achieve meaningful inclusion of quality family, friend and neighbor care in the policy and funding decisions of the two large early learning organizations in the state that are shaping the future of early learning. The Department of Early Learning and Thrive By Five Washington have substantial resources and influence in the early learning field and will play a large role in the direction of early learning in Washington State. Many other organizations will shape their strategies and allocate their resources based on the actions of these powerful leaders.

In addition, the Initiative must increase its capacity to reach the long-term goals; continue its successful strategies for increased awareness by stakeholders of the importance of supporting informal caregivers; and deliver and assess the effectiveness of getting concrete resources and support to family, friend and neighbor caregivers.

Success will depend largely on blending these two branches of work.

The process, tools and learnings that will be generated will contribute to all elements of family, friend and neighbor field-building at the local, state and national levels.

## A

### Goals

1. **Public Policy:** Support for family, friend and neighbor caregiving is included in public policy and funding decisions at the local, state and federal levels.
2. **Strengthen Organizational Capacity of Intermediaries:** Child Care Resources, the Washington State Resource & Referral Network, and the Family, Friend and Neighbor Caregiving Leaders Team improve their capacity and strategic abilities to attain desired outcomes, and stabilize financial resources for their family, friend and neighbor caregiving work.
3. **Awareness:** Key audiences understand the prevalence and positive attributes of family, friend and neighbor care and the importance of family, friend and neighbor caregivers in children's development and how they can support caregivers in strengthening the quality of care.
4. **Community Organizational and System Capacity:** Wide range of child and family serving organizations and systems provide resources and support to family, friend and neighbor caregivers and the children in their care.
5. **Services and Supports to Caregivers:** A variety of effective services, supports and resources aimed at strengthening quality caregiving are available to family, friend and neighbor caregivers, with an increased proportion of services provided to caregivers of infants.



6. **Financing:** Substantially increase stable funding sources for infrastructure and quality improvement, and expand integration of effective services within community organizations.
7. **Research, Evaluation, Shared Learning and Dissemination:** Conduct research, assimilate new learning, document process, measure outcomes, and disseminate learnings.
8. **Financing:** Substantially increase stable funding sources for infrastructure and quality improvement, and expand integration of services in community organizations.

Objectives for each of these goals are contained in Exhibit H.

## B

### Priority Outcomes

Based on current external and internal conditions, and the expert guidance that has been generated by national leaders in the emerging field of family, friend and neighbor care, four priority outcomes will guide our work for the next three years:

1. Integrate meaningful support for quality family, friend and neighbor caregiving into larger early learning initiatives.
2. Increase organizational capacity of intermediary organizations and strategic abilities to continue initiative toward desired long-term goals.
3. Increase awareness by parents, caregivers, and early learning leaders of the importance and benefits of strengthening the quality of family, friend and neighbor care.
4. Increase level, variety and effectiveness of resources/support available to family, friend and neighbor caregivers from child/family serving organizations to strengthen quality of caregiving.<sup>44</sup>

## C

### Major Strategies for Integration into Early Learning Initiatives

- Seek inclusion of family, friend and neighbor child care in activities based on 2007 state legislation (parent/caregiver support, federal block grant planning and implementation, parent/caregiver survey and home visiting)
- Provide information to policymakers and those who influence them on the benefits of supporting and strengthening the quality of family, friend and neighbor caregiving
- Advocacy, including working with other early learning advocacy groups
- Increase number of family, friend and neighbor child care champions
- Identify and support leadership development among family, friend and neighbor caregivers
- Further develop and maintain mutually beneficial relationships with Department of Early Learning and Thrive By Five Washington

<sup>44</sup> An initial framework of the elements of a very high quality family, friend and neighbor child care setting was developed by the Family, Friend and Neighbor Child Care Initiative and refined during Phase II of the Sparking Connections project. See Appendix I.

**D****Major Strategies To Increase Capacity of Intermediary Organizations**

- Build staff capacity at Child Care Resources to achieve short- and long-term outcomes
- Build staff capacity at Washington State Child Care Resource & Referral Network to achieve short- and long-term outcomes
- Obtain stable public funding to support infrastructure

**E****Major Strategies To Increase Awareness**

- Develop strategic communications plan
- Partner and coordinate with other early learning awareness efforts when mutually beneficial
- Develop short educational video suitable for multiple audiences
- Disseminate current tools and develop additional culturally sensitive tools based on communications plan

**F****Major Strategies to Increase Quality, Quantity and Variety of Community Resources**

- Blend efforts to provide parent education and support, to best serve families and use resources economically (see box below for details)
- Increase number and quality of Play & Learn Groups (see Appendix J for description)
- Integration into child/family serving systems, with key targets including (see Appendices K-1 and K-2 for matrix of current partners:
  - o Libraries
  - o Licensed child care
  - o Family support centers
  - o Preschools
  - o School districts
  - o Older adult organizations (AARP, Senior Services, senior programs and centers)
  - o Health-related organizations (public health, doula, pediatricians, etc.

**Integration Example: City of Seattle**

The City of Seattle will continue to expand its efforts to provide resources and support to family, friend and neighbor caregiving by:

1. Funding through SOAR, a regional quality child care collaborative.
2. Increased requirements that city-funded family support centers reach out to and serve family, friend and neighbor caregivers
3. Opening its child care nutrition program to family, friend and neighbor caregivers
4. Exerting policy influence within Public Health - Seattle-King County to serve informal caregivers within all relevant programs
5. Reach out to extended family caregivers through its New Citizenship programs and connect them with other resources
6. Provide information and services to the full range of child care providers through its geographically-based Early Learning Networks

- Heavily publicize and encourage use of existing resources, such as public TV show “A Place of Our Own.”
- Link to or develop services for specific types of caregivers, such as those caring for infants, grandparents, older siblings, etc.
- Determine options and their suitability for measuring child outcomes related to services to family, friend and neighbor caregivers.
- Increase rigor of evaluation to improve quality of services and coordinate with and seek inclusion in other evaluations of family, friend and neighbor caregiving.

### **Blending of Parent, Family and Family, Friend and Neighbor Caregiver Support**

This approach takes advantage of the many intersections in engaging adults who care for children through voluntary help and support. Family, friend and neighbor caregivers and parents:

1. ***Have the same goals*** – to provide a safe and healthy environment and nurturing relationships that allow a child to succeed in school and life.
2. ***Want very similar information*** about how to guide children’s early learning and development.
3. ***Want similar resources and supports*** – informal learning opportunities, Play & Learn groups, home visits, resource kits, social networks, and linkage to community resources.
4. ***Can be reached in similar ways***- successful outreach requires trusting relationships, culturally appropriate strategies, collaboration with natural leaders, and informal settings.
5. ***Are likely to be best reached by the same organizations***. Organizations that have become partners and sponsors for Play & Learn groups include family support centers, ethnic-specific organizations, large multi-service organizations such as the Center for Human Services and the YWCA, city and county government, public health, libraries, etc.
6. ***Are most often considered part of an extended family by each other***, regardless of whether the relationship between parent and caregiver is biological. Often parents trade child care with one another, and each has a role as both caregiver and parent.
7. ***Can be reached more cost effectively if they are reached together***. Outreach, awareness, materials, direct services, and coordination for both groups can be coordinated and leveraged.

**G****What Will Be Different in Three Years**

- The Washington State Department of Early Learning and Thrive by Five Washington (the large public-private partnership for early learning in the state), will support policies and provide funding for family, friend and neighbor caregivers on an equitable basis with their support for parents and licensed child care providers.
- Child Care Resources and the Washington State Child Care Resource & Referral Network, the key nonprofit intermediary organizations involved in this initiative, will have the capacity to continue and replicate this initiative in King County and across the state to achieve its long-term goals.
- Parents, family, friend and neighbor caregivers, and early learning leaders will understand how important informal caregivers are in preparing young children for success in school and life and will advocate with policymakers to further strengthen the quality of family, friend and neighbor care.
- Through leveraging existing resources, every major child and family serving system in King County (early learning, family support, health, education, family support, parks and recreation, libraries, ethnic organizations, faith communities, senior services, etc.) will have a meaningful role in providing resources and supports to family, friend and neighbor caregivers.
- Every local child care resource and referral agency in Washington State will have developed at least three partnerships that collaborate to provide resources and supports to family, friend and neighbor caregivers.
- The number of Play & Learn Groups in King County will reach 100; more groups will serve caregivers caring for infants; and the delivery approach and evaluation will have moved this strategy substantially toward becoming an evidence-based program.
- Innovative new program models for different populations of caregivers will have been developed, piloted, and evaluated, including those caring for infants.
- Seattle/King County and Washington State will increasingly be acknowledged as among the strongest and most comprehensive family, friend and neighbor caregiving initiatives in the country, will have remained a major contributor to field-building, and will continue to provide guidance and technical assistance to other communities.

## 7

## FINANCING FOR SCALE AND SUSTAINABILITY

We estimate that the total cost of fulfilling the goals and objectives set forth in this business plan for the next three years is:

2008	\$1,145,000
2009	\$2,012,000
2010	\$2,305,000

Our long-term financing model is cost effective and sustainable, as it builds largely on existing resources, seeks incorporation in larger early learning and child/family initiatives, and judiciously blends public and private resources. It requires a relatively modest amount of new resources as compared to other major early learning initiatives.

## A

### Bringing Resources to Scale in King County

We have chosen a conservative measure of what it might mean to bring to scale a network of effective supports and resources for family, friend and neighbor caregivers in King County. Although the ultimate goal may be to reach all family, friend and neighbor caregivers providing any amount of care, we have chosen to focus on caregivers who provide the primary form of child care for a family, as they will have the most influence on a child's development.

#### Estimated Direct Service Demand by Primary Caregivers of Children 0-5

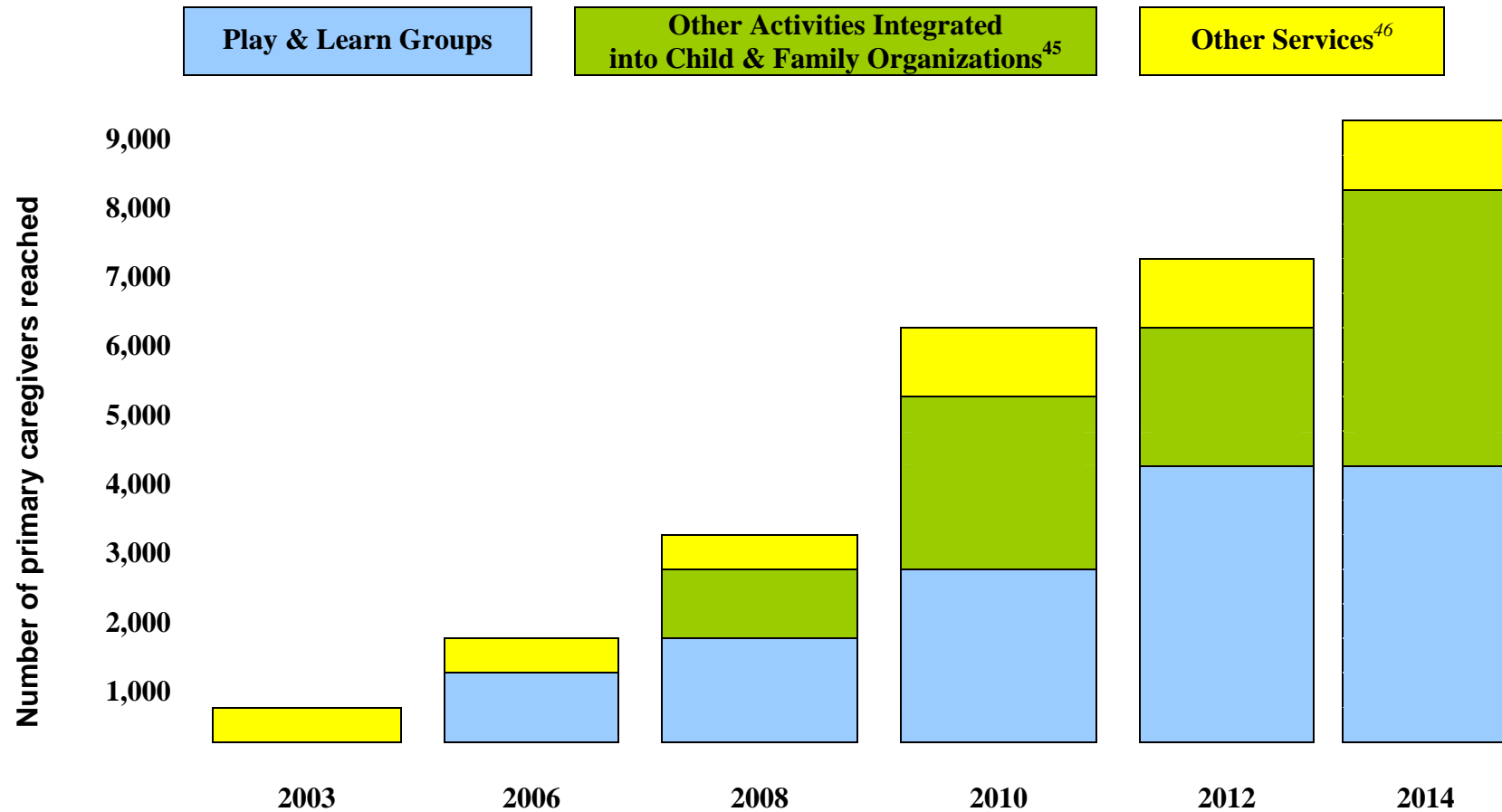
Total FFN caregivers providing primary care to children 0-5	20,200
Assume 30 percent of total caregivers will not learn about services and/or choose not to participate	(6,060)
Assume 25 percent already use community resources and/or provide quality learning and development settings and activities	(5,050)
<b><i>Estimated number of primary caregivers to reach (45%)</i></b>	<b>9,090</b>

#### What It Would Take To Meet Estimated Demand for Primary Caregivers of Children 0-5

Service penetration goal for children 0-5	9,090
Existing (as of 8/07)	(1,500)
100 additional Play & Learn groups	(2,000)
200 activities within 100 organizations integrate 30 FFN caregivers into each activity (parenting, library, faith communities, family support, health, parks & recreation, public housing, etc.)	(4,000)
Other services (not yet identified) needed to account for duplications	(1,590)

An estimated timeline to bring resources to scale for family, friend and neighbor caregivers in King County who provide the primary form of child care is shown on the following page.

**Depiction of Timeline for Meeting Estimated Direct Service Demand in King County  
for Family, Friend and Neighbor Caregivers Providing Primary Caregiving to Children Ages 0 to 5**



<sup>45</sup> Organizations offering parenting classes, recreational opportunities, literacy support, child development services, libraries, faith communities, etc.

<sup>46</sup> Could include home visits, journals for caregivers, newsletters, personal learning plans, mentoring, incentives, etc.

**B****Integrate Support into Early Learning Initiatives**

The momentum in Washington State to increase support for early learning for *all* children provides excellent opportunities for early learning leaders to include family, friend and neighbor caregiving in their planning and investments. Realistically, the state will not be able to achieve its goal of ensuring that all young children have a quality early learning environment unless they do so. With more infants and toddlers in family, friend and neighbor care, including many of the most vulnerable children, than any other form of child care, it seems imperative to determine best practices based on what is currently known and make investments on par with the proportionate need.

We look forward to meaningful inclusion of quality family, friend and neighbor care in the policy and funding decisions of the two large early learning organizations in the state that are shaping the future of early learning. The Department of Early Learning and Thrive By Five Washington have substantial resources and clout in the early learning field and will play a large role in the direction of early learning in Washington State. Many other organizations will shape their strategies and allocate their resources based on the actions of these powerful leaders.

Both organizations have indicated an interest in serving family, friend and neighbor interest, but it is too soon to know the extent of that interest or investment levels. However, both have also indicated that have larger initiatives to which they will attend, most with a strong emphasis on licensed care. We plan to seek opportunities to work collaboratively with both organizations to build on our existing initiative and to explore together new types of services and supports and enhanced learning and evaluation.

**C****Public Funding Needed To Support Intermediary Organizations**

The Family, Friends and Neighbors Caregiving Leaders Team also works closely with Child Care Resources to fund its critical intermediary role. Per our financing strategy to seek public funding for intermediary functions, we have worked in the policy arena with the Washington State Child Care Resource & Referral Network to seek ongoing state funding for Child Care Resources and for the state R & R network and its local programs so there are intermediary organizations serving communities and regions throughout the state. (See Appendix L for an outline of initial efforts to expand services to ten counties through four local resource and referral agencies.)

Federal and state funds are currently allocated to the state R & R Network and local child care resource and referral organizations in the state to play an intermediary role in helping parents find quality child care that meets their needs, and in working with licensed child care providers to build the supply and increase the quality of licensed care. We believe efforts to strengthen the quality of family, friend and neighbor care and the overall early learning system in Washington State will be enhanced by having these established, trusted community-based intermediary organizations involved in informal/extended family child care as well as licensed child care.

**D****Public Funding Needed for Quality Improvement**

At least nineteen other states use federal Child Care and Development Fund (CCDF) dollars to bring information and resources to family, friend and neighbor care providers, including:<sup>47</sup>

- o Training (in informal ways comfortable for caregivers)
- o Basic materials and supplies, such as smoke alarms and books
- o Support for school-age care
- o In-home technical assistance to set up an effective learning environment
- o Access to infant/toddler specialists that give support and training to caregivers
- o Support for caring for children with special needs (one in five family, friend and neighbor caregivers reports caring for a child with special needs)

**E****Contributions of Community Organizations for Direct Services**

Child Care Resources encourages a wide variety of public and community-based organizations to adapt their existing outreach, programs and services to include family, friend and neighbor caregivers and the children in their care. We expect the greatest proportion of the cost of providing a network of services and resources to family, friend and neighbor caregivers to be supported by expansion and adaptation of existing child and family supports.

Organizations that offer Play & Learn groups provide them using their own resources or by partnering with other community organizations. We estimate that each Play & Learn Group costs from \$5,000 to \$10,000 a year to operate. With 55 groups in King County at the present time, using an average cost of \$7,500, we estimate that \$412,500 of resources of community organizations are devoted on an annual basis to providing resources and support family, friend and neighbor caregiving work.

Other than Play & Learn Groups, we have not attempted to quantify the cost of staff time for planning, implementation, network meetings and evaluation; facility space; presentations by specialized trainers; materials distribution costs; awareness activities or other contributions of community partners listed in Appendix K-2. Based on the number and diversity of community partners listed, we believe these organizations are together providing substantial resources and services to family, friend and neighbor caregivers in King County and to some extent in other parts of Washington State.

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<sup>47</sup> Schulman, Karen and Helen Blank (2007). *Close to Home: State Strategies to Strengthen and Support Family, Friend, and Neighbor Care*. Washington, DC: National Women's Law Center; and National Child Care Information Center (2007). *CCDF State and Territory Plans for FY 2006-2007: Strategies to Support the Quality of Family, Friend, and Neighbor Care*. Fairfax, VA: National Child Care Information Center.



The three major strategies for sustainability are outlined above:

1. Integration into major early learning initiatives, so it becomes the norm, not the after-thought, that family, friend and neighbor care is included and funded as an essential component for reaching early learning school readiness goals in an equitable manner.
2. Secure stable public funding for an effective intermediary system and quality improvements.
3. Integration into all major systems that serve children and families, with those systems and organizations taking on the marginal cost of expanding or adapting their offerings to include family, friend and neighbor caregivers and the children in their care.

We have already made progress on all three fronts, although much work remains to be done. We have been heartened by the willingness of community organizations to open their doors to family, friend and neighbor caregivers and start new services without requiring new funding. The approach of asking a large number of systems and organizations to do a small part makes the internal financing possible and provides informal caregivers many places to turn and a more complete menu of assistance than if services were concentrated in one place.

In addition, because the family, friend and neighbor caregiving initiative was launched by public and private funders, many of which still make funding decisions in their organizations, we have a group of educated and enthused funders who can influence policy decisions and assist with resources to some extent.

The Family, Friends and Neighbor Caregiving Leaders Team has continued efforts to open the door to other ongoing funding streams for organizations seeking to provide resources to family, friend and neighbor caregivers. For example, the Leaders Team has advocated with United Way of King County to expand eligibility of its school readiness grants to include family, friend and neighbor caregivers and with people involved in the King County Veterans and Human Service levy to include family, friend and neighbor caregivers as eligible participants in prevention programs.

We will continue to explore existing and new funding and other resources, with a goal toward expanding the early learning resource pie, rather than becoming competitive with existing and important support for other areas of early learning.





# 8

## RESEARCH, EVALUATION, COURSE CORRECTION AND DISSEMINATION

### A

#### Research

Very little qualitative research has been undertaken with family, friend and neighbor caregivers in King County or Washington State or with parents who choose this type of care. We are very fortunate to have in-depth quantitative data from the study conducted in 2001 by the Human Services Policy Center at the University of Washington, but need to better understand how caregivers, parents and community members view this type of care and what would be helpful to them in supporting the early development and learning of children in extended family care.

We also want to better understand why and how various community organizations choose to expand or adapt their services to serve family, friend and neighbor caregivers and integrate those changes into their ongoing services and activities.

We would like to work with other organizations in Washington State and around the country that are interested in collecting similar information, both to make the best use of resources but to also develop shared knowledge and expand research findings.

Both the Department of Early Learning and Thrive by Five Washington are conducting or plan to conduct surveys and focus groups with parents/caregivers. We hope to benefit from, and contribute to, those efforts where possible.

Where there are gaps in our knowledge that relate to specific strategies we want to implement, we will need to determine what further information would best guide decisions and how we can carefully and economically obtain additional data to assist us.

### B

#### Evaluation Plan

The Family, Friend and Neighbor Caregiving Initiative has placed a high value on evaluation and has engaged Organizational Research Services (ORS), an independent evaluation consulting company, to conduct process and outcome evaluations. ORS has served as the evaluator since 2001. For the last two years, a structured mixed methods evaluation approach has been used.

The specific outcomes tracked by the evaluation in 2006 were:

1. Increase awareness among community-based child/family serving organizations and agencies in King County of the role of family, friend and neighbor caregivers in childrens' school readiness and development, prevalence of family, friend and neighbor care, and the opportunities for these organizations to improve the quality of that care consistent with their mandates and missions.
2. Increase collaboration among system partners toward strategic goals.

3. Increase learning about effective practice for supporting family, friend and neighbor caregivers.
4. Increase level/coordination of resources available to family, friend and neighbor caregivers from child and family serving organizations.
5. Increase awareness among potential 'champions' among stakeholders.
6. Increase use of informal and formal support and caregivers.
7. Increase knowledge and skills of family, friend and neighbor caregivers about how to guide the cognitive, social, emotional and physical development of children and increase their school readiness.

The evaluation used the following tools and methods:

- Case records analysis
- Systems log
- Online survey
- Phone interviews
- Action plan form
- Play & Learn participant feedback form
- Qualitative data collection with caregivers
- Key informant interviews

In addition, ORS conducted an interactive process evaluation activity at each Play & Learn Network quarterly meeting.

We have not yet worked with ORS to develop an updated evaluation plan for 2008. We would like to work with others evaluating early learning projects so we could jointly work on evaluation of various activities related to family, friend and neighbor caregiving. We expect that much of last year's evaluation approach will continue into 2008, including the first stages of several added components:

- Identify additional outcomes of services and supports for family, friend and neighbor caregivers, including increased social networking and access to community resources.
- Update overall theory of change and create theory of change for specific components, such as Play & Learn groups and supporting caregivers caring for infants.
- Strengthen evaluation design to progress towards evidence-based practice for Play & Learn groups and other services.
- Work with other interested organizations around the country to determine how to measure outcomes of social networks created or strengthened through participation in activities for family, friend and neighbor caregivers, and implement as feasible.

- Determine options and their suitability for measuring child outcomes related to services to family, friend and neighbor caregivers.

The evaluation design will likely become more complex in 2009 and 2010 as we proceed with the planned goals and objectives in all areas.

## C

### Moving Toward Evidence-Based Practice in Play & Learn

Play & Learn Groups have been a very popular activity for community organizations interested in serving family, friend and neighbor caregivers and the children in their care. Based on a model developed in Hawaii, these groups are based on considerable research supporting the value of play in promoting healthy child development and the importance of adults' roles in helping children learn to get along with other children.<sup>48</sup> However, there is not yet rigorous research on the affect of Play & Learn Groups on the caregivers or the children.

Participants of Play & Learn groups in King County are asked on a regular basis to complete a one-page survey that captures standardized information with close-ended questions to assess changes in reported knowledge, skills and behavior. Results from the 2006 evaluation indicate significant gains in caregiver knowledge, positive changes in caregiver behavior, and decreased isolation for those caregivers who attended Play & Learn groups consistently.<sup>49</sup> Building upon these encouraging results, increased rigor of evaluation strategies and tools would contribute toward establishment of the Play & Learn model as a promising practice for FFN caregiver education and support.

Play & Learn groups are targeted at caregivers. We begin with the assumption that improvements in caregiver knowledge and skills, and increased social networks and access to resources, will result in improved caregiver-child interactions, improved early learning opportunities for the children in care, and ultimately increased school readiness of children.

During the first two years of Play & Learn implementation, our evaluation strategy has been limited to measuring changes in caregiver knowledge, skills and behavior. To progress toward the type of rigorous evaluation that could provide evidence of whether Play & Learn groups are effective in improving children's school readiness, it will be necessary to conceptualize a new evaluation strategy.

The following steps are needed:

1. Development of a theory of change and logic model that will clearly articulate a more specific set of activities and a consistent protocol for implementing Play & Learn groups, which will include ensuring that caregivers experience a high level of participation.

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<sup>48</sup> Shonkoff, Jack P. and Deborah A. Phillips, eds. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press; Ginsberg, Kenneth (2006). *The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds*. Washington, DC: American Academy of Pediatrics.

<sup>18</sup> *Family, Friend and Neighbor Caregiver Project 2006 Evaluation Report*. Prepared by Organizational Research Services, January 2007

2. Clearly articulate specific caregiver behavior changes that are expected in relation to particular Play & Learn activities, and specific characteristics of adult participants that may relate to desired changes. Wider frames of reference such as caregiver-child interaction and supportive social networking could be included. Over time, evaluation could move toward measurement of school readiness attributes in children, such as ability to self-regulate, ease of separation from caregiver, and managing transitions.
3. Conduct rigorous outcome evaluation, which would necessitate involving nearly all participants in data collection. It may be important to develop and use a variety of data collections methods and tools, including interviews, focus groups, or observation of caregiver-child interactions. New evaluation tools and protocols would be piloted in selected Play & Learn groups, and program implementation would be documented.
4. Apply learning about program effectiveness toward refining the logic model and theory of change. We would continue to replicate this more rigorous approach in greater numbers of Play & Learn groups. A scientific evaluation of Play & Learn groups would be conducted, implementing a comparison or control group evaluation design.

## **D**

### **Increased Learning and Dissemination**

As our experience and knowledge of family, friend and neighbor caregiving deepens and expands, we hope to continue to be a resource to and continue learning from new and emerging leaders in the field. We cannot yet identify specific activities and opportunities, but plan to pursue the following strategies:

- Integrate learning from our own evaluation into our planning and implementation of strategies.
- Hold at least one statewide conference during 2008 – 2010.
- Continue and expand learning events for King County and Washington family, friend and neighbor child care learning community.
- Strengthen connections with organizations and individuals who are national leaders.
- Disseminate learnings through web site; presentations at local, state and national events and conferences; hosting site visits for other communities.

# APPENDICES

## Appendices

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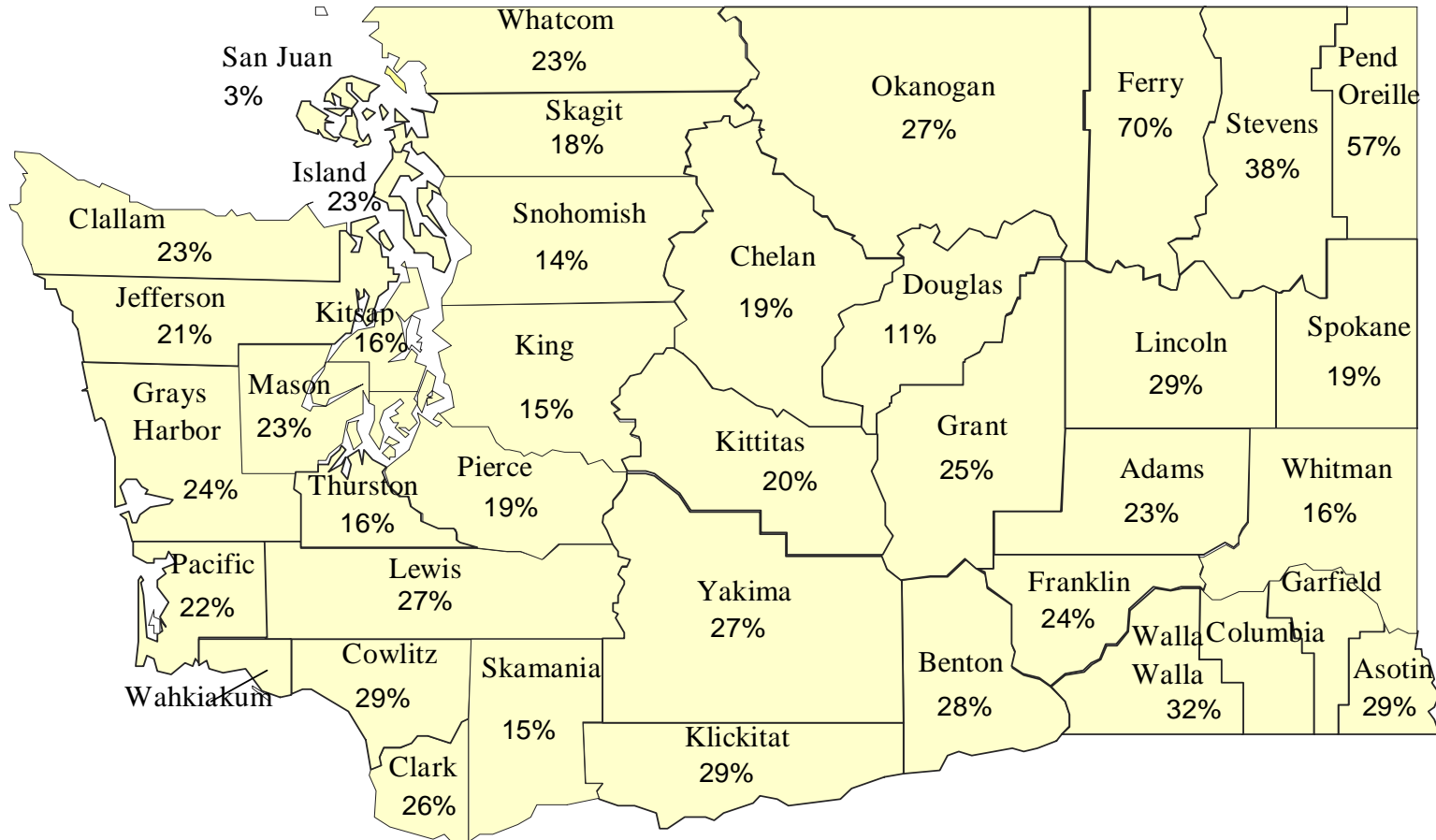


Appendix A: Estimates of Number and Percent of Young Children in Family, Friend and Neighbor Care in Washington State Counties

County	Number of Children			County Total Any amount of FNN care			County Total w/FNN as primary care			Total # of Children	County Total Any amt FNN	County Total w/FNN as primary care
	0-12 mo	1-2 yrs	3-5 yrs	0-12 mo	1-2 yrs	3-5 yrs	0-12 mo	1-2 yrs	3-5 yrs			
				42%	58%	44%	25%	29%	21%			
Adams	312	625	926	131	352	408	78	181	195	1,862.9	901	454
Asotin	274	549	817	115	318	359	69	159	172	1,639.6	793	399
Benton	2319	4639	7093	974	2,691	3,121	580	1,345	1,490	14,051.6	6,786	3,415
Chelan	954	1908	2918	401	1,106	1,284	238	553	613	5,779.0	2,791	1,404
Columbia	657	1313	2064	276	762	908	164	381	433	4,033.9	1,946	978
Clallam	5925	11851	17788	2,489	6,874	7,827	1,481	3,437	3,735	35,564.1	17,189	8,654
Clark	42	83	134	18	48	59	10	24	28	259.7	125	63
Cowlitz	1234	2467	3834	518	1,431	1,687	308	715	805	7,534.4	3,635	1,829
Douglas	508	1016	1555	213	589	684	127	295	326	3,078.4	1,487	748
Ferry	77	153	253	32	89	111	19	44	53	482.6	232	117
Franklin	1182	2363	3442	496	1,371	1,514	295	685	723	6,986.5	3,381	1,703
Garfield	21	42	75	9	24	33	5	12	16	137.9	66	33
Grant	1342	2684	3992	564	1,557	1,756	336	778	838	8,017.9	3,877	1,952
Grays Harbor	835	1670	2590	351	969	1,140	209	484	544	5,096.5	2,469	1,237
Island	978	1956	2976	411	1,135	1,309	245	567	625	5,910.7	2,855	1,437
Jefferson	210	420	704	88	244	310	53	122	148	1,334.8	642	322
King	21273	42546	63929	8,935	24,677	28,129	5,318	12,338	13,425	127,748.1	61,740	31,082
Kitsap	3115	6231	9634	1,308	3,614	4,239	779	1,807	2,023	18,980.5	9,161	4,609
Kittitas	356	713	1096	150	414	482	89	207	230	2,166.2	1,045	526
Klickitat	240	480	752	101	278	331	60	139	158	1,471.2	710	357
Lewis	881	1762	2724	370	1,022	1,199	220	511	572	5,367.0	2,591	1,303
Lincoln	110	221	352	46	128	155	28	64	74	682.7	329	165
Mason	536	1072	1711	225	622	753	134	311	359	3,319.6	1,600	804
Okanogan	479	959	1538	201	556	677	120	278	323	2,975.6	1,434	721
Pacific	185	370	602	78	215	266	46	107	126	1,157.7	558	280
Pend Oreille	126	253	423	53	147	186	32	73	89	802.1	385	194
Pierce	10449	20898	31782	4,389	12,121	13,984	2,612	6,060	6,674	63,128.9	30,493	15,347
San Juan	109	217	306	46	126	135	27	63	64	632.3	306	155
Skagit	1395	2790	4317	586	1,618	1,899	349	809	907	8,502.2	4,104	2,064
Skamania	127	254	394	53	147	173	32	74	83	775.6	374	188
Snohomish	9165	18330	27937	3,849	10,631	12,292	2,291	5,316	5,867	55,431.6	26,773	13,474
Spokane	5545	11089	16935	2,329	6,432	7,451	1,385	3,216	3,556	33,569.0	16,212	8,158
Stevens	478	957	1581	201	555	685	120	277	332	3,015.9	1,285	729
Thurston	2676	5352	8299	1,124	3,104	3,652	669	1,552	1,743	16,326.5	7,879	3,964
Wahkiakum	39	78	123	16	45	54	10	23	26	240.0	116	58
Walla Walla	696	1393	2122	292	808	934	174	404	445	4,211.3	2,034	1,034
Wascow	2131	4262	6550	895	2,472	2,882	533	1,236	1,375	12,942.7	6,249	3,144
Whitman	391	783	1168	154	454	514	98	227	245	2,342.6	1,133	570
Yakima	3890	7781	11699	1,634	4,513	5,103	973	2,256	2,436	23,269.9	11,260	5,665

## Appendix B

**Map 2:  
Percent of WCCC Children Using Providers Exempt from Licensing,  
by County of Provider for SFY06**



**Source:** Schrager, Laura and Jialing Huang (2007). *County Level Demographics for Working Connections Child Care, State Fiscal Year 2006*. Lacey, WA: Department of Early Learning.

## **Appendix C: Experts Involved in Key Projects about State of the Field and Recommended Next Steps**

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### **Family, Friend and Neighbor Care: An Exploration of Emerging Trends and Possibilities for Next Steps and Collaborative Actions, January 2007**

#### **Call Participants**

We organized and completed seven calls with a total of 43 participants.

We heard from 23 individuals who were categorized as primarily coming at family, friend and neighbor care issues from a policy perspective:

1. Helen Blank, National Women's Law Center
2. Shannon Christian, Associate Director, Child Care Bureau
3. Gerry Cobb, Director, Smart Start's National Technical Assistance Center
4. Lori Connors-Tadros, Technical Assistance Specialist for Literacy, National Child Care Information Center
5. Maria Dacus, Quality Coordinator, Child Care Services Division, Alabama Department of Human Resources
6. Danielle Ewen, Center for Law and Social Policy
7. Amparo Garcia, Lead Planning Analyst, Connecticut Department of Social Services, Child Care Team
8. Kay Hendon, Associate Commissioner for ACS Child Care and Head Start (NY)
9. Barbara Gebhard, ZERO TO THREE
10. Abby Hughes-Holsclaw, Program Director, Early Childhood and Family Economic Success, National League of Cities' Institute for Youth, Education, and Families
11. Cliff Johnson, Executive Director, Institute for Youth, Education, and Families, National League of Cities
12. Sarah Kaffenberger, National Governors Association
13. Anna Lovejoy, National Governors Association
14. Luba Lynch, Executive Director, A.L. Mailman Family Foundation (NY)
15. Tammy Mann, Deputy Executive Director, ZERO TO THREE
16. Ivelisse Martinez-Beck, Research Coordinator, Child Care Bureau
17. Zoe Nicholie, Director of Public Policy, Ready 4 K (MN)
18. Dru Osterud, Child Development Services Section, Minnesota Department of Human Services (MN)
19. Tonja Rucker, Senior Program Associate for Early Childhood Development, Institute for Youth Education and Families, National League of Cities (DC)
20. Linda Saterfield, Chief, Bureau of Child Care & Development, Illinois Department of Human Services
21. Edward L. Schor, director, Program for Child Development and Preventive Care, The Commonwealth Fund
22. Justine Strickland, Assistant Commissioner for Child Care Policy Bright From the Start: Georgia Department of Early Care and Learning
23. Alice Wommack, Assistant Director, Capacity and Resource Development, Economic and Employment Support, DSOB (KS)

We had 11 participants who primarily focus on family, friend and neighbor care issues from a research perspective:

1. Charles Bruner, Child and Family Policy Center
2. Richard Chase, Consulting Scientist, Wilder Research Center
3. Betty Emarita, Development Training Institute (MN)
4. Barbara Gault, Institute for Women's Policy Research
5. Lee Kreader, Director of Outreach and Partnerships, National Center for Children in Poverty
6. Erin Maher, University of Washington
7. Dawn Ramsburg, SRCD Policy Fellow, Child Care Bureau
8. Eva Marie Shivers, Assistant Professor, School of Education Psychology in Education, University of Pittsburgh
9. Diane Paulsell, MPR, Inc.
10. Sarah Stachowiak, Research Associate, Organizational Research Services
11. Marty Zaslow, Area Director, Early Childhood Development, Child Trends

Last, we had 9 participants participate from a practitioner's perspective:

1. Sheryl Agee, United Way of Martinsville, Virginia
2. Liz Chun, Good Beginnings Alliance (HI)
3. Laurie Hand, Director, Cherokee Nation Child Care and Development (OK)
4. Vicky McCarthy, Association for Supportive Child Care (ASCC) (AZ)
5. Sandy Myers, Director, Child Care Systems and Public Policy, Resources for Child Caring (MN)
6. Dr. Francis Rushton, Clinical Associate Professor in Pediatrics, Institute for Families in Society, University of South Carolina
7. Paula Steinke, manager, Family, Friend & Neighbor Program, Child Care Resources (WA)
8. Terry Vasquez, Outreach and Employer Services Coordinator, MN Child Care Resource & Referral Network (MN)
9. Maria Whelan, Illinois Action for Children

**Toward a National Strategy to Improve Family, Friend, and Neighbor Child Care  
Report of a Symposium hosted by the National Center for Children in Poverty, 2005**

**Meeting Participants**

Mergitu Argo  
Refugee Women's Alliance

Lynson M. Beaulieu  
National Black Child Development Institute

Helen Blank  
National Women's Law Center

Richard Brandon  
Evans School of Public Affairs  
University of Washington

Charles Bruner  
Child and Family Policy Center

Nga Chiem  
Service Employees International Union

Shannon Christian  
U.S. Child Care Bureau

Stephanie Clothier  
National Conference of State Legislatures

Moncrieff Cochran  
The Cornell Early Childhood Program

Betty Emarita  
IACED-Development and Training Resources

Danielle Ewen  
Center for Law and Social Policy

Barbara Gault  
Institute for Women's Policy Research

Ann Goldstein  
Zero to Three

Lee Kreader  
National Center for Children in Poverty

Sharmila Lawrence  
National Center for Children in Poverty

Daphny Leveille  
Rauch Foundation

Joan Lombardi  
The Children's Project

Anna Lovejoy  
NGA Center for Best Practices

Luba Lynch  
A. L. Mailman Family Foundation

Ivelisse Martinez-Beck  
U.S. Child Care Bureau

Ruth Mayden  
Annie E. Casey Foundation

Toni Porter  
Bank Street College of Education

Douglas Powell  
Bush Foundation, Purdue University

Dawn Ramsburg  
Society for Research in Child Development Fellow

Barbara Reisman  
The Schumann Fund for New Jersey

Karen Schulman  
National Women's Law Center

Patty Siegel  
California CCR&R Network

Amy Susman-Stillman  
Center for Early Education and Development  
University of Minnesota

Pilar Torres  
Centro Familia  
The Institute for Family Development

Maria Whelan  
Illinois Action for Children

Alice Womack  
Kansas Department of Social & Rehabilitation  
Services

Marty Zaslow  
Child Trends

## **National Advisors, Participating Sites, and National Organization Partners for Sparking Connections Phase II**

### **National Advisors** included:

- Charles Bruner, Child and Family Policy Center, University of Iowa
- Gerry Cobb, North Carolina Smart Start National Technical Assistance Center
- Betty Emarita, Development and Training Resources
- Joan Lombardi, The Children's Project
- Erin Maher, Human Services Policy Center, University of Washington
- Kathy Modigliani, The Family Child Care Project
- Deborah Stahl, BUILD Initiative

### **Pilot Sites** (participated in the national evaluation effort) included:

- Minnesota (Minnesota Child Care Resource and Referral Network and child care resource and referral organizations in St. Paul and Mankato)
- Oklahoma (Oklahoma Child Care Resource and Referral Association and Tribal Child Care Connection)
- Seattle/King County, Washington (Child Care Resources and partners)

### **Learning Community Partner Sites** (participated in all project activities, except the national evaluation) included:

- Atlanta, Georgia (United Way of Metropolitan Atlanta/Smart Start Georgia)
- Brownsville, Texas (United Way of Southern Cameron County, Success By 6 and partners)
- Greenville, South Carolina (United Way of Greenville Success By 6 and partners)
- Hawaii (Good Beginnings Alliance and partners)
- Martinsville, Virginia (United Way of Henry County and Martinsville Success By 6)

### **National Organization Partners** included:

- BUILD Initiative
- Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services
- Food Action Research Council
- National Association of Child Care Resource and Referral Agencies
- National Association of Children's Museums
- National League of Cities
- National Library Association
- North Carolina Smart Start National Technical Assistance Center
- United Way of America

## Appendix D: State of the Field, Next Steps, and Seattle/King County Contributions

Field Elements	Experts View of State of the Field	Experts Views on Recommended Next Steps	Contributions of Seattle/King County
<p><b>Identity</b></p>	<ul style="list-style-type: none"> <li>▪ Lack of self-identification by caregivers as people who are sharing the learning and development of children in their care</li> <li>▪ National publications, such as <i>Kids Count</i> essay and Families and Work Institute Sparking Connections reports have a big impact on awareness and credibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase public awareness of the widespread use of FFN care by all kinds of families</li> <li>▪ Need to change long-held misconceptions</li> <li>▪ Convincing parents and FFN caregivers of the importance of what caregivers do is a critical step in building awareness</li> <li>▪ Messages need to be delivered with a personal approach</li> <li>▪ Need to align the formal/licensed(?) child care community</li> <li>▪ Need to develop best practices for messaging</li> <li>▪ State and community leaders, FFN caregivers, policy makers and funders should accurately define FFN care in ways that have meaning for families, caregivers, researchers, policy makers and funders. FFN caregivers and families should be involved in finding the right language to describe FFN care in their communities.</li> <li>▪ Efforts to increase awareness among community organizations, policy makers, funders, civic and school leaders and others about the importance of providing support to FFN caregivers and what works should be funded and included as part of all FFN support projects.</li> <li>▪ Awareness efforts should use the media—radio, television, Internet and newspapers—in multiple languages to share messages about FFN care.</li> <li>▪ All efforts to promote and assess FFN care quality and to explain child development and school readiness should be designed to both appeal and respond to diverse cultures and values.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visibility raised due to initial investment of local public-private funders collaborative</li> <li>▪ Created, translated into 7 languages, and distributed over 25,000 <i>Taking Care of Our Children</i> resource guides for family, friend and neighbor caregivers</li> <li>▪ Changed wording of child development pictorial charts sent to all parents in Washington state to encompass FFN caregivers</li> <li>▪ Content of booklets and concept of pictorial charts to be used by United Way of America to create calendar for FFN caregivers for the Born Learning campaign</li> <li>▪ Selected for <i>Kids Count</i> policy communications grant</li> <li>▪ Created brochure for community-based organizations to encourage and give examples of inclusion of FFN caregivers in their services and activities; adopted by Born Learning</li> <li>▪ Created and designed a Thank You card for caregivers, acknowledging and appreciating what they do; adopted by Born Learning</li> <li>▪ Facilitator guide for use of CHILD Profile developmental charts as teaching tools in Play &amp; Learn groups.</li> </ul>

Field Elements	Experts View of State of the Field	Experts Views on Recommended Next Steps	Contributions of Seattle/King County
<p><b>Knowledge Base</b></p>	<ul style="list-style-type: none"> <li>▪ Only 5 or 6 states have demographic data and headcounts to map FFN care or information about providers</li> <li>▪ Quality in the context of FFN care has not been defined, and a variety of opinions exist about measurement</li> <li>▪ A research synthesis is being prepared, commissioned by NCCP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local needs and resource assessments are an essential step</li> <li>▪ FFN care support programs should begin with logic models that map goals, outcomes and how they will be achieved and should include FFN caregivers in designing them.</li> <li>▪ Funders and policy makers should assure that adequate support is provided to enable service organizations and collaborations to plan, evaluate and adjust FFN care support strategies as important ongoing work.</li> <li>▪ Additional research should be conducted to inform policy makers, funders and service program providers about how to best develop and sustain relationships and the effect of relationships on all aspects of FFN support work and document relationship-based outcomes</li> <li>▪ Further research should be conducted on the effects of social networks on parent, child and caregiver well-being, school readiness, community stability and family and community economic success</li> <li>▪ Move outside the child care/child development field to look more closely at social networks and community building</li> <li>▪ Involve more researchers of color</li> <li>▪ More research and dissemination of best practices</li> <li>▪ Narrow the chasm between researchers and practitioners and policy makers</li> <li>▪ Consider where FFN care fits in a comprehensive early childhood system</li> <li>▪ Research on quality in FFN care should take the following direction: <ul style="list-style-type: none"> <li>○ Develop new models and measures to capture the unique aspects of FFN care</li> <li>○ Expand measures of family outcomes associated with this care</li> <li>○ Conduct studies that include families learning English and other diverse populations</li> <li>○ Recognize the importance of building neighborhood capacity to support FFN care, and include it in evaluations</li> <li>○ Conduct implementation studies, as well as evaluation studies, of emerging models</li> <li>○ Evaluate tailored interventions, such as those for infants, toddlers or children with special needs</li> <li>○ Evaluate the operation of policy levers affecting FFN care</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Human Services Policy Center at the University of Washington conducted statewide study of the use of FFN care and who the caregivers are</li> <li>▪ Initiated and provided primary input on development of elements of quality in FFN care adopted by national Sparking Connections coalition</li> <li>▪ Supported by Kids Matter/BUILD team</li> <li>▪ Third party outcome and process evaluation for four years</li> <li>▪ Theory of change developed; updated twice based on increased knowledge; shared widely</li> <li>▪ Evaluation tools and reports shared within state and throughout country; featured in Sparking Connections II report</li> <li>▪ Contributed article on serving FFN caregivers from immigrant and refugee families to the special Bank Street volume on FFN care</li> <li>▪ Interviewed by Institute for a Child Care Continuum at Bank Street College of Education for a book on kith and kin care.</li> </ul>



Field Elements	Experts View of State of the Field	Experts Views on Recommended Next Steps	Contributions of Seattle/King County
<p><b>Workforce and Leadership</b></p>	<ul style="list-style-type: none"> <li>▪ Impact of unionization on caregivers and the quality of care is unknown</li> <li>▪ Workforce is heterogeneous, in age, socio-economic level, paid/unpaid status, relationship to children, education, cultural background, etc.</li> <li>▪ Most FFN care is relationship-based rather than market-based; dynamics very different than those for formal child care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programs serving FFN caregivers need funding for staff who spend their time building and facilitating the relationships necessary to creating, promoting and effectively providing a range of learning opportunities for FFN caregivers and the children they care for</li> <li>▪ FFN support program staff must be culturally competent—that is, they must respect, understand and adapt support efforts to accommodate the cultures of the caregivers they serve</li> <li>▪ FFN support program staff should, to the greatest extent possible, represent the communities they serve and should receive leadership and professional development support and opportunities that help them succeed.</li> <li>▪ Need to identify and collaborate with trusted community leaders and liaisons</li> <li>▪ Need to tailor outreach to the needs of caregivers; need to create a system that provides appropriate informal supports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working closely with the union on policy issues; hope to partner with union on informal training</li> <li>▪ CCR as infrastructure organization provides training and technical assistance to Play &amp; Learn group facilitators</li> </ul>

Field Elements	Experts View of State of the Field	Experts Views on Recommended Next Steps	Contributions of Seattle/King County
<p><b>Standard Practice</b></p>	<ul style="list-style-type: none"> <li>▪ Issues related to racial, ethnic, cultural and linguistic diversity are central</li> <li>▪ Outreach is an overarching challenge</li> <li>▪ Practice blends knowledge and framework from a variety of fields (e.g., family support, social networking, child development, early learning, social work)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seek input from parents and FFN caregivers on practice content and strategies</li> <li>▪ Several promising approaches are emerging; they need to continue and be evaluated and others tested</li> <li>▪ Television and radio can provide resource information and educational content</li> <li>▪ Funding should be made available to create culturally and linguistically appropriate tools and materials for diverse FFN caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play &amp; Learn Network framework</li> <li>▪ Play &amp; Learn Guiding Principles and Curriculum Guidelines (based on NAEYC sources and Family Support Principles)</li> <li>▪ Developed principles and framework for quality in FFN care; conducted extensive research; will be published in 2<sup>nd</sup> report from Phase II of Sparking Connections</li> <li>▪ Systemic Integration strategy builds interest in and capacity to support caregivers with a wide range of stakeholders across systems.</li> <li>▪ Focus of Systemic Integration strategy is moving from individual organizations toward wider systems.</li> <li>▪ Regional or neighborhood “hubs” comprised of cross-system stakeholders are being formed.</li> <li>▪ Learning community of stakeholders, champions and allies supports cross-system inter-organizational relationships and collaboration.</li> </ul>

Field Elements	Experts View of State of the Field	Experts Views on Recommended Next Steps	Contributions of Seattle/King County
<p><b>Practice Settings</b></p>	<ul style="list-style-type: none"> <li>A wide variety of settings are being used</li> </ul>	<ul style="list-style-type: none"> <li>Leaders of FFN support programs and services should foster mutually beneficial relationships with other community organizations that result in neighborhood-based activities and resources for caregivers.</li> <li>Funders, policy makers and resource organization leaders should support efforts to increase awareness among potential neighborhood-based partners about FFN care and the benefits of partnering to help caregivers.</li> <li>Funders, policy makers and resource organization leaders should work with as many supportive local partners as they can to take advantage of all existing and available facilities and resources for helping FFN caregivers and the children they care for.</li> <li>Identify places where parents and caregivers naturally congregate and where they get information, such as schools, malls, stores, doctors' offices, health clinics, faith communities, media and neighborhood centers to share information, and connect them with other community resources such as libraries, senior centers or museums.</li> <li>Help established community organizations pool resources, materials and knowledge of what families need and how to reach parents and providers.</li> <li>Identify systems and initiatives that serve children and families, inform them about FFN care and partner to expand programs to include caregivers.</li> <li>Need a continuum of services</li> <li>Need to reduce isolation of caregivers and connect them to other community resources</li> <li>Community organizations serving FFN caregivers should facilitate social learning networks for FFN caregivers</li> <li>Group events for caregivers should build on FFN caregivers' interests and needs, such as social, cultural, educational or recreational activities as well as offer opportunities for mutual support and shared learning and should be planned with input from participating FFN caregivers</li> <li>Need funding to develop and demonstrate effectiveness of innovative programs to increase political and public will</li> </ul>	<ul style="list-style-type: none"> <li>55 Play &amp; Learn groups (peer support, community building, referrals by facilitator)</li> <li>Home visiting, through a model serving FFN caregivers as secondary beneficiaries of Parent-Child Home Program</li> <li>62 community partners engaged in information sharing, activities and services (libraries, schools, family support centers, immigrant and refugee organizations, faith communities, etc.)</li> <li>Settings include a diverse array of organizations from 12 sectors and serve very culturally diverse populations</li> <li>Neighborhood based practice settings</li> </ul>

Field Elements	Experts View of State of the Field	Experts Views on Recommended Next Steps	Contributions of Seattle/King County
<b>Information Exchange</b>	<ul style="list-style-type: none"> <li>▪ Very little occurring at this time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Need more dissemination of promising strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sparking Connections (contributed and featured strongly)</li> <li>▪ Hosted initial Sparking Connections conference</li> <li>▪ Hosted “showcase” sponsored by National League of Cities and United Way of America</li> <li>▪ Play &amp; Learn Network</li> <li>▪ Statewide child care resource &amp; referral network</li> <li>▪ National conference presentations– NACCRRA, NAFFNC, Smart Start, Zero to Three</li> <li>▪ State and local conference presentations</li> <li>▪ Resource for BUILD technical assistance calls</li> <li>▪ <i>Making Connections</i> visit by three sites</li> <li>▪ Selected for first program profile on NAFFNCC web site</li> <li>▪ Two staff of Child Care Resources are the co-chairs of the NAFFNCC Practice Committee; participating with Research Committee on development of national survey on practice, research and evaluation</li> </ul>
<b>Infrastructure for Collaboration</b>	<ul style="list-style-type: none"> <li>▪ High desire for collaboration among those involved in the field</li> <li>▪ There are significant challenges to working together – resources, distance among players, state policy frameworks differ greatly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Funders and policy makers should support the work of intermediary/coordinating organizations that use assets-based, family support principles to guide their work</li> <li>▪ Diverse groups or coalitions should be encouraged to serve as intermediary/coordinating organizations, depending on local needs and resources.</li> <li>▪ Need more opportunities for researchers, practitioners, policymakers and system builders to come together to do joint planning and projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Child Care Resources, an infrastructure organization has been involved from the beginning</li> <li>▪ State resource &amp; referral network vehicle is primary vehicle for statewide expansion</li> <li>▪ Systemic Integration strategy is replicable and adaptable to other communities.</li> </ul>

Field Elements	Experts View of State of the Field	Experts Views on Recommended Next Steps	Contributions of Seattle/King County
<b>Resources</b>		<ul style="list-style-type: none"> <li>▪ Funders and policy makers should consider devoting more funding to FFN care development efforts, including program design and innovation, provision of services and research on all aspects of this new arena</li> <li>▪ Funders and policy makers should support research to explore funding and financing strategies for FFN care supports</li> <li>▪ Funders and policy makers should also:               <ul style="list-style-type: none"> <li>○ Create and participate in private/public and collaborative FFN support efforts</li> <li>○ Provide incentives that encourage early learning system development leaders to include strategies to help family, friend and neighbor caregivers in their efforts</li> <li>○ Build bridges with policy makers and funders engaged in work with other related systems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Seattle/King County funder collaborative devoted more than \$1.2M from 2002 to 2005</li> <li>▪ Public funders devoted \$300,000 over that same time period?</li> <li>▪ Developed feasible and sustainable financing strategy--public funds for infrastructure; integration; some specialized support</li> <li>▪ Advocated for inclusion of FFN caregiving as additional early learning funds have become available, at the state and county levels</li> <li>▪ Advocated for recognition that supporting FFN caregiving is an important strategy in school readiness that should be supported through regular grants and United Way allocations processes</li> </ul>
<b>Critical Mass of Support</b>			<p>Demonstrated the ability to successfully recruit a broad range of community leaders to “take ownership” in supporting FFN caregiving</p> <ul style="list-style-type: none"> <li>▪ Private and public funders</li> <li>▪ Community-based organizations</li> <li>▪ Policymakers at the local and state level</li> <li>▪ Other early learning advocates</li> </ul>

Field Elements	Experts View of State of the Field	Experts Views on Recommended Next Steps	Contributions of Seattle/King County
<p><b>Advocacy</b></p>	<ul style="list-style-type: none"> <li>▪ Scarcity of successful policy models</li> <li>▪ A few states have emerged as policy leaders (Minnesota, Washington, Hawaii); will be important exemplars</li> <li>▪ Lack of a shared vision of what constitutes the best policy outcomes for FFN care</li> <li>▪ Tension between informality of FFN care and accountability for public dollars</li> <li>▪ Need more attention at federal level</li> <li>▪ Lack of consensus for the frame for FFN care – family support, early learning, child care, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop clearer picture of desirable legislation</li> <li>▪ Engage representatives of public funders in education, Early Head Start, Head Start, Early Intervention, health, mental health, and other areas</li> <li>▪ Engage individuals from diverse communities, both culturally and geographically</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visibility at Early Learning Council, Washington Learns, Legislature, Department of Early Learning, Kids Matter, Thrive by Five, King County community partners/Play &amp; Learn Network</li> <li>▪ Successful in initial steps to make the policy case for investment in FFN care <ul style="list-style-type: none"> <li>○ Governor’s comprehensive task force</li> <li>○ Legislature budget allocation</li> <li>○ Explicit inclusion in duties of new state-level Department of Early Learning</li> </ul> </li> <li>▪ Developed joint position on avoiding additional regulation of FFN caregivers with Service Employees International Union (SEIU), which now represents FFN caregivers in Washington who receive state subsidies</li> <li>▪ Representatives of community-based organizations have testified at and submitted written comments to administrative and legislative public hearings to articulate policy position</li> </ul>

Field Elements	Experts View of State of the Field	Experts Views on Recommended Next Steps	Contributions of Seattle/King County
<p><b>Systemic Support</b></p>	<ul style="list-style-type: none"> <li>▪ The nature of FFN care has led to a natural focus on the many systems related to children beyond early care and education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Policy makers, funders and FFN leaders should together create statewide networks of local resources for FFN caregivers and children in their care that:               <ul style="list-style-type: none"> <li>○ Encourage cities, counties and regions to develop customized FFN service planning;</li> <li>○ Engage FFN caregivers in ways that are voluntary, helpful and culturally sensitive</li> <li>○ Understand that FFN care should not be part of the state child care regulatory system; understand that, while many states have minimal requirements for FFN providers who receive public subsidies, the majority of FFN caregivers do not receive such subsidies and are not regulated</li> <li>○ Build on existing resources in communities, by encouraging organizations already serving parents, families and children to conduct outreach and provide inclusion to FFN caregivers and children in their care</li> <li>○ Provide infrastructure and support for community awareness efforts</li> <li>○ Provide funding, training and technical assistance to community organizations to infuse services to FFN caregivers and children in FFN care in their existing activities</li> <li>○ Provide support for information &amp; referral, coordination, evaluation and other activities that support growth and connection of resources</li> <li>○ Support research on how to finance neighborhood-based FFN care supports and services</li> <li>○ Provide resources for staff to facilitate relationships with partners and social networks in neighborhoods and communities</li> <li>○ Support activities and resources designed specifically reach FFN caregivers and their families, such as Play and Learn Groups, informational materials, safety and educational tools, home visits, mentoring and workshops</li> <li>○ Provide incentives for linking national, state and local systems that could contribute expertise and resources to FFN support services</li> <li>○ Provide a public funding stream for the above components, to complement private investments and community resources.</li> </ul> </li> <li>▪ Systems focus needs to be more reflective and analytical</li> <li>▪ Need to embed support for FFN caregivers in school readiness efforts</li> <li>▪ Convene think-tank meetings with national, state and local cross-sector and cross-system teams to figure out how to reform systems and tap expertise and resources in new ways to support FFN caregivers.</li> <li>▪ Use various frames to describe and address the needs of FFN caregivers and to identify resources to help them</li> <li>▪ Fund and evaluate cross-system and cross-sector efforts to support FFN caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Involved state-level leaders in local work</li> <li>▪ Engaged state-level leaders to include FFN caregiving in their planning</li> <li>▪ Engaged state-level leaders in the early learning, public health, union, and child welfare systems to take leadership roles in seeking substantial support for FFN caregiving at the state level; for example, the WA State Child Care Resource &amp; Referral Network took the lead role in gaining a toehold in 10 of 39 counties</li> <li>▪ Responsible for including FFN services in Thrive By Five early learning demonstration site in White Center (south King County)</li> <li>▪ Strengthening Families through Early Care &amp; Education Washington Steering Committee – will include FFN caregivers in outreach strategies, materials development, system development.</li> </ul>

## Appendix E: Additional Information about Child Care Resources Capabilities

### Awards

- July, 2007 –Child Care Resources has been selected as a winner of the 2007 Alfred P. Sloan Awards for Business Excellence in Workplace Flexibility, one of 13 honorees in the greater Seattle area.
- On behalf of the Greater Seattle Chamber of Commerce and the When Work Works national partners -- Families and Work Institute, the U.S. Chamber of Commerce's Institute for a Competitive Workforce and the Twiga Foundation.
- This prestigious award recognizes employers that are successfully using workplace flexibility to meet both employer and employee goals.
- June, 2007 - the Puget Sound Coaching Association honored Child Care Resources along with CEO Nina Auerbach and SageLeaders.com's executive coach Syl Leduc with the 2007 Puget Sound Coaching Association's inaugural Prism Award. Child Care Resources won the Prism Award for attaining high levels of excellence and business achievement through their commitment to coaching as a leadership strategy.
- April, 2007 – CEO Nina Auerbach was presented with the 2007 Phenomenal Woman Award by the Women's Endowment Foundation. "As a respected advocate and expert in early childhood development, Nina has led many community initiatives and has presented at local and national conferences."
- 2006 - CCR's Homeless Child Care Program was recognized by the Seattle Human Services Coalition as the Outstanding Program of 2006 because of the unique role it serves in our community. In 2006, CCR helped 523 homeless families with 1,058 children find and pay for child care. These children experienced a stable environment while their parents worked to secure housing and become self-sufficient.
- 2006 – Green River Community College awarded CCR the Vision Diversity award for community service.
- 2005 – CCR received the Neighborhood Excellence Award from the Bank of America.
- 2004 - Child Care Resources CEO Nina Auerbach received the Washington Home-based Business Leadership Award from the Seattle District Office of the U.S. Small Business Administration for her work in creating the Child Care Careers program.



## **Child Care Resources Board of Directors**

### ***Emily Anthony, President***

c/o CCR, 1225 S Weller Suite 300, Seattle, WA 98144

Other volunteer activities: Rainier Scholars, a non-profit long-term academic and leadership enrichment program committed to cultivating the academic potential of talented and motivated young people of color; Giddens School, an independent school that offers preschool through 5th grade children a developmentally appropriate, academically excellent and hands-on curriculum.

### ***Trish Davis, Vice President***

Community Volunteer

c/o CCR, 1225 S Weller Suite 300, Seattle, WA 98144.

Ms. Davis also volunteers with Other volunteer activities: Highline HighLighters, a community theatre group.

### ***Peter Kline, Treasurer***

Vice President c/o Merrill Lynch, 601 108<sup>th</sup> Ave NE, Suite 2100, Bellevue, WA 98004.

Other volunteer activities: Hopelink, a non-profit organization that offers an integrated array of programs that enable families in crisis to make progress toward and achieve self-sufficiency including food banks, eviction support, child care and development, family development, and adult education; Youth Eastside Services, a non-profit organization that helps young people and their families deal with emotional issues, drug and alcohol abuse, sexual abuse, dating violence, gang activity and discrimination.

### ***Michelle Terry, Board Secretary***

Pediatrician, UW Medicine, 23213 Pacific Hwy S, Kent, WA 98032.

She is a board certified pediatrician employed by University of Washington Physicians as a clinician/educator where she sees patients in clinic and teaches at the UW school of Medicine. Dr. Terry is also employed by the State of Washington as a medical consultant to the child and family social workers who arrange care for children who are dependents of the State.

### ***Nancy Greer, Immediate Past President***

Chief Financial Officer, Cascadia Capital, 701 5<sup>th</sup> Ave Suite 2600, Seattle, WA 98104

### ***Doris Hill, Board Development Chair***

King County (retired), c/o CCR, 1225 S Weller Suite 300, Seattle, WA 98144

Other volunteer activities: American Cancer Society – Reach to Recovery Program; Angel Care, a non-profit breast cancer foundation.

### ***Laura Midgley, Fund Development Chair***

c/o CCR, 1225 S Weller Suite 300, Seattle, WA 98144.

Other volunteer activities: Program for Early Parent Support, a non-profit organization that brings parents of young children together in community-based discussion and support groups; Rebuilding Together Seattle, the Seattle affiliate for Rebuilding Together USA, provides donated repair services for homeowners in need so they can continue to live independently in warmth and safety; Junior League of Seattle, and Washington Women's Foundation.

### ***Grace Alams***

Director, Grace's Kiddie Corner, 14328 22<sup>nd</sup> Ave, Seattle, WA 98125.

### ***Deborah Brown***

VP Northwest Development, Bright Horizons, 137 Lake Ave W, Kirkland, WA 98033.

Other volunteer activities: Board member of Total Living Choices.com (a new online service that helps families find elder care via the internet) and the Laird Norton Company.

**Hilary Buckley Domeika**

Counsel, Swedish Hospital, 3302 E Mercer St, Seattle, WA 98112.

**Mark Englizian**

Director of Global Compensation, Amazon.com, 1200 12<sup>th</sup> Ave S Suite 1200, Seattle, WA 98144

Other volunteer activities: Leadership roles with United Way of King County and the Seattle Repertory Theatre.

**Janet Levinger**

c/o CCR 1225 S Weller Suite 300, Seattle, WA 98144

Other volunteer activities: Steering Committee of Thrive by Five Washington, a public-private partnership organization designed to serve as a catalyst for improvements to parenting education and support, child care, preschool, and other early learning environments throughout Washington; , United Way Eastside Council; Advocacy and Policy Committee of Social Venture Partners, a network of accomplished individuals who combine financial contributions and professional skills with a passion for philanthropy; and on the Eastside Preparatory School board of directors.

**Dianna Peterson**

HR Director The Boeing Company, POB 3707 MS 7A-38, Seattle, WA 98124. She has also participated in an executive program at Duke University.

**Carol Ryan**

Service Marketing Manager, Microsoft, 1 Microsoft Way, Redmond, WA 98052.

Carol has two young children.

**Jule Sugarman**

c/o CCR, 1225 S Weller Suite 300, Seattle, WA 98144.

He has managed several children's programs including the nationwide Head Start program during its first five years, New York City's Human Resources Administration, Washington's Social and Health Services Department and Special Olympics International.

**Rashelle C. Tanner**

General Council, VP Human Resources, CRISTA, 19303 Fremont Ave N, Seattle, WA 98133.

Other volunteer activities: King County Municipal League trustee.

**Sandy Teufe**

Vice President, Pacific Market International, 2401 Elliott Ave, 4<sup>th</sup> Floor, Seattle, WA 98121.

Sandy is godmother to eight children.

Other volunteer activities: PACE (Performing Arts Center Eastside) in Bellevue.

**Mark Usdane**

The Bill & Melinda Gates Foundation, POB 23350, Seattle, WA 98102. Mark is Washington State Education Representative for the Bill & Melinda Gates Foundation. Beforehand, he was Executive Director of Washington's League of Education Voters and for over a decade the COO of the Vera Institute of Justice in New York City. He has a BA from Brown and an MPH from Columbia.

**Brett Burris**

Real Estate Developer, Peregrine Properties, c/o CCR, 1225 S Weller, Suite 300, Seattle, WA 98144.

With Social Venture Partners, he has served on the Environment Grant Committee in 2002 and currently serves on their Advocacy and Policy Committee.

## **Child Care Resources Collaborations**

Child Care Resources has a long history of collaborating with both private and public entities in delivering services. Some notable examples:

### **Child Care Careers Program**

*Purpose:* provide opportunities for women to successfully move out of welfare through gaining skills that allow them to enter the field of child care.

*CCR role:* Recruitment, screening, training, case management and support, and employment support. Other Collaborators: Department of Social and Health Services caseworkers, community and technical colleges, Head Start programs, Refugee Women's Alliance (ReWA) and other non-profit organizations refer potential participants; Child Protective Services performs screening and background checks; Community and technical colleges provide training that meets the requirements of the Washington State Training and Registry System and can be applied towards a Child Development Associate credential or Associate of Arts degree; Head Start sites and licensed child care providers provide internship opportunities; ReWA and Green River Community College assist with case management.

### **Early Learning Network**

*Purpose:* To support children's optimal development so that they will be successful in school through providing professional development of early childhood educators working in southeast and southwest Seattle.

*CCR Role:* CCR is under contract with the City of Seattle as the intermediary agency to manage the professional development of this project. We manage funds, work closely with community colleges, organize translation and interpretation for classes, contract with coaches to support educators enrolled in the program, and problem solve with colleges.

Other Collaborators: Local Community Colleges provide at least 2 classes per quarter during evenings and/or weekends, off campus in geographic areas close to where teachers work; neighborhood sites such as community centers and family resource centers host off- campus classes.

### **Quality Rating and Improvement System Communication Project**

*Project purpose/description:* A three-year collaborative project that will develop messages for child care providers and support the development and dissemination of messages to parents and other caregivers about quality child care and the Quality Rating Improvement System (QRIS). Messaging for providers will aim to increase awareness of the value of a QRIS and why they should participate in it; messages to parents and caregivers will increase understanding of the importance of quality child care and its connection to QRIS; messages to Family, Friend and Neighbor caregivers will aim to increase understanding of the importance of quality of care and their role.

*CCR's role:* CCR will develop, test, and disseminate messages to child care providers about the QRIS through methods such as focus groups, surveys, interviews, site visits, discussions and presentations at provider meetings, written materials, and media placements. CCR will work in collaboration with partners to develop messages about quality of care and QRIS for parents and caregivers and assist in dissemination, one to develop and disseminate complimentary messages to FFN caregivers.

*Other collaborators and their roles:* Thrive by Five is a partner in developing parent and FFN messages, and sharing messaging efforts with providers; Pyramid Communications will develop and test messages to providers; Talaris (a Research Institute that works to improve the social, emotional and cognitive development of children from the prenatal period through age five by providing parents with tools to raise their children effectively) is a partner in developing parent and FFN messages; Department of Early Learning will continue to share info with CCR and partners about the development and timeline of QRIS; Yakima and White Center Early Learning Initiative demonstration communities will serve as pilot sites for QRIS; Washington State Resource and Referral agencies will share information with providers across the state; Washington State Family Child Care Association members will aid in developing and delivering messages to providers; Storyteller Communication will produce a video about quality in all child care settings; Play and Learn Network will assist in disseminating messages about quality to FFN caregivers.

## **White Center Early Learning Initiative**

*Purpose:* WCELL is a partnership of community members and public and private organizations working to create sustainable, integrated and accessible child development and family support services that are reflective of the diverse cultures, strengths, and needs of White Center families.

*CCR Role:* Member of the Planning Team and Community Advisory Group, leaders of the Family, Friend & Neighbor and Licensed Child Care Workgroups, participant and facilitator at Community Engagement Summit. Will be involved in developing and implementing services for Family, Friend & Neighbor caregivers and licensed child care providers over the next ten years.

*Other collaborators:* Puget Sound Educational Service District is the lead agency charged with designing the Initiative's ten-year strategic plan, and is the home of Head Start for the White Center community; Making Connections, the flagship initiative of the Annie E. Casey Foundation's strategy to help children succeed based on the belief that the best way to improve outcomes for vulnerable children living in tough neighborhoods is to strengthen their families' connections to economic opportunity, positive social networks, and effective services and supports.; King County Public Health Department served on the Planning Team and will be involved in planning and implementation of Nurse Family Partnership home visiting program, and outreach and direct service at local clinics; Highline Public Schools is hosting community-based Play & Learn groups, and will continue to develop school transition planning and activities; many other local community-based organizations are collaborators on planning and will participate in implementation of this ten-year initiative.

## **Washington State Child Care Resource & Referral Network Replication Project**

*Purpose:* to develop community collaborations and service plans to support development of Family, Friend and Neighbor Programs in ten counties served by five Child Care Resource & Referral agencies.

*CCR Role:* FFN Program staff led the project, giving presentations to local community stakeholders, and providing technical assistance with conducting early learning community asset assessments, building collaborative relationships with cross-system stakeholders, and developing plans for FFN outreach and service delivery.

*Collaborators:* Kids Matter (an outcome-based early childhood systems building framework sponsored by Head Start State Collaboration Office, Washington State Department of Health, Build Initiative, and Foundation for Early Learning) funded the project and provided a systemic framework from which to approach replication; Born Learning (a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into learning opportunities, supported jointly by United Way America, Civitas, Families and Work Institute, and United Way Success by Six) has established collaborative councils in some of the replication communities.

## **Collaborative Grant Proposals**

Recently, CCR partnered with Children's Home Society, Seattle Public Library Foundation, and Families and Children Early Support (a consortium of early childhood educators, agencies, organizations, funders, school staff, advocates and community members who work to support early development, education and school readiness efforts throughout King County) on several collaborative grant applications to Thrive by Five Washington, Children's Trust of Washington (formerly Washington Council for the Prevention of Child Abuse and Neglect), and the King County Children's Fund Collaboration. Proposed projects place CCR's FFN team in a technical assistance role, supporting early literacy through Play & Learn groups, developing local Play & Learn Networks modeled after the King County Network, and supporting Play & Learn groups as socialization elements.

## Appendix F



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## Appendix G: Chronology of Strategies and Outcomes – 2001 to 2007

Below is an abbreviated chronology of the family, friend and neighbor initiative strategies and outcomes. The initial focus was developing a collaborative funding and organizational regional strategy, with movement now into the statewide policy arena.

Seattle/King County	Washington State	National
<b>2001</b> <ul style="list-style-type: none"> <li>▪ Formation of funders collaborative, the SOAR Opportunity Fund.</li> <li>▪ Opportunity Fund selects FFN caregiving for pooled funding.</li> </ul>		
<b>Theory of Change Outcomes Affected</b> <ul style="list-style-type: none"> <li>▪ Increased awareness by funders of the prevalence and importance of FFN caregivers in children’s development</li> </ul>		
<b>2002</b> <ul style="list-style-type: none"> <li>▪ 5 community agencies receive grants for direct services to FFN caregivers; variety of approaches tried with limited success.</li> <li>▪ Child Care Resources receives grant funding for leadership, coordination, awareness, and other infrastructure responsibilities.</li> <li>▪ Evaluator engaged.</li> </ul>		
<b>Theory of Change Outcomes Affected</b> <ul style="list-style-type: none"> <li>▪ Increased learning about effective practice for recruiting and supporting FFN caregivers</li> <li>▪ Increased leadership, coordination and infrastructure among child/family organizations interested in serving FFN caregivers</li> </ul>		
<b>2003</b> <ul style="list-style-type: none"> <li>▪ Opportunity Fund develops initial theory of change.</li> <li>▪ Community agencies adjust outreach and service approaches.</li> <li>▪ Creation of awareness materials</li> <li>▪ Community agencies engage in 162 community awareness activities, reaching 4,440 people.</li> </ul>		
<b>Theory of Change Outcomes Affected</b> <ul style="list-style-type: none"> <li>▪ Increased learning about effective practice for recruiting and supporting FFN caregivers</li> <li>▪ Increased awareness by wider range of community organizations and funders of the prevalence and importance of FFN caregivers in children’s development</li> </ul>		

## Seattle/King County

## Washington State

## National

**2004**

- Adjusted approaches draw more FFN caregivers to activities
- Positive outcomes for caregivers.
- Initial grantee group coalesces into an effective learning community.
- Develop and implement strategy to engage a wide range of community organizations in supporting FFN caregivers.
- Sparking Connections conference generates high local organizations in Hawaii's educational play groups
- Early learning leaders invited to national Sparking Connections conference hosted by Seattle/King County FFN group
- Deliver presentations at national early learning conferences
- Seattle/King County joins national Sparking Connections initiative on FFN care, and hosts first major Sparking Connections conference.

### Theory of Change Outcomes Affected

- Increased learning about effective practice for supporting FFN caregivers
- More people identify themselves as FFN caregivers and understand the importance of their role in child's development
- Increased use of support and resources by FFN caregivers
- Increased awareness by early learning leaders of prevalence and importance of FFN care in children's development
- Increased capacity within child/family organizations to serve FFN caregivers
- Increased leadership, coordination and infrastructure among child/family organizations interested in serving FFN caregivers

**2005**

- Adopt strategy of serving FFN caregivers through existing community organizations for effectiveness and sustainability.
- Promising outcomes for direct services, community awareness and system changes.
- Opportunity Fund transitions from a formal entity; informal group of funders formed FFN Leaders Group and invited community leaders to join.
- Opportunity Fund seeks inclusion of FFN care in deliberations of Early Learning Council, one of three advisory groups for a comprehensive education study called Washington Learns announced by the Governor.
- Seattle FFN group plays substantial role in planning, facilitating and shaping recommendations at second Sparking Connections conference
- Presentations at national early learning conferences

### Theory of Change Outcomes Affected

- Increased level of resources and support to FFN caregivers and the children in their care
- Increased use of supports and resources by FFN caregivers
- Increased knowledge of FFN caregivers about all domains of child development
- Increased community building and decreased isolation for FFN caregivers and children in their care
- Increased leadership, coordination and infrastructure among child/family organizations interested in serving FFN caregivers
- Inclusion in public policy and funding decisions at the local level
- Increased awareness by early learning leaders of prevalence and importance of FFN care in children's development

**Seattle/King County**

**Washington State**

**National**

**2006**

- Child Care Resources hosts the kick-off of Play & Learn Network.
- Eleven organizations are sponsoring 40 Play & Learn groups.
- Evaluation report contains very promising results from Play & Learn groups.
- Thirty three organizations are part of expanding network of resources for FFN caregivers with integration action plans, using their own resources.
- Community awareness and communication tools become a higher priority.
- Three awareness tools produced

- Legislature creates a Department of Early Learning. (FFN not mentioned.)
- Early Learning Council includes supports for family, friend and neighbor.
- Thrive By Five includes the need to support FFN caregivers in its initial organizing documents.
- FFN caregiving included in Washington Learns report.
- Governor includes FFN care in budget line item.
- Affiliations created with ten statewide organizations with shared interest in early learning.

- Selected by United Way of America for visit of representatives Denver and San Antonio's Annie E. Casey Foundation's *Making Connections* initiative.
- Helped convene ad hoc groups with key national organizations to explore possibilities of working together
- Deliver presentations at national early learning conferences

**Theory of Change Outcomes Affected**

- Increased learning about effective practice for recruiting and supporting FFN caregivers
- Increased knowledge by FFN caregivers of community resources
- Increased knowledge of FFN caregivers about all domains of child development
- Increased community building and decreased isolation for FFN caregivers and children in their care
- Institutionalization of FFN services in child/family organizations
- More people identify themselves as FFN caregivers and understand the importance of their role in child's development
- Increased number of FFN champions
- Increased awareness by state policymakers of the prevalence and importance of FFN caregivers in children's development
- Inclusion in public policy and funding decisions at the state level



## Seattle/King County

## Washington State

## National

2007

- Evaluation report shows results on all strategic goals: community awareness, collaboration, learning about effective practice, increased resources for FFN caregivers, and changes in policy.
  - Twenty organizations are sponsoring 55 Play & Learn groups
  - Play & Learn Network creates and adopts Play & Learn Guiding Principles and Curriculum Guidelines]
  - 62 organizations involved in network of support to FFN caregivers
  - Form partnerships with two organizations seeking home visiting funds to also serve FFN caregivers
- Department of Early Learning included FFN as specific responsibility.
  - FFN care gained visibility during legislative session.
  - Line items in state budget for support to parents and other caregivers
  - Replication projects through four local child care resource & referral agencies serving a total of ten counties
  - Partnership forming with Service Employees International Union, which now represents licensed family child care homes and family, friend and neighbor caregivers who receive state subsidies
  - Outreach and service plan for FFN caregivers developed with community input and included in the White Center Early Learning Initiative business plan, the first of two early learning demonstration sites to be supported by Thrive by Five.
- Helped plan and attended meeting of national organizations working on FFN caregiving
  - Thrive by Five, National League of Cities, and Annie E. Casey Foundation sponsor of a national site visit for 10 cities to see FFN comprehensive strategy being creating in King County and Washington State.
  - Participating in development of national research survey of promising FFN practices

### Theory of Change Outcomes Affected

- Increased learning about effective practice for recruiting and supporting FFN caregivers
- Increased parents perception of importance of FFN caregiver role in child development
- More people identify themselves as FFN caregivers and understand the importance of their role in child's development
- Increased knowledge by FFN caregivers of community resources
- Increased knowledge of FFN caregivers about all domains of child development
- Children in FFN care are supported in their development
- Increased community building and decreased isolation for FFN caregivers and children in their care
- Institutionalization of FFN services in child/family organizations
- Increased number of FFN champions
- Increased awareness by state policymakers of the prevalence and importance of FFN caregivers in children's development
- Inclusion in public policy and funding decisions at the state level

## Appendix H: Goals and Objectives for 2008 – 2010

Goals and Objectives	Geographic Areas Affected	Field Building Components Benefited
<b>Goal A: Public Policy:</b> Support for FFN caregiving is included in public policy and funding decisions at the local, state and federal levels		
AO1: Maintain mutually beneficial working relationship with Department of Early Learning	King County Washington State	<ul style="list-style-type: none"> <li>▪ <b>Advocacy</b></li> <li>▪ <b>Knowledge base</b></li> <li>▪ <b>Leadership</b></li> <li>▪ <b>Resources</b></li> <li>▪ <b>Critical mass of support</b></li> </ul>
AO2: Seek inclusion of FFN in activities based on 2007 state legislation and ongoing Department of Early Learning work: <ul style="list-style-type: none"> <li>▪ Parent/family support activities</li> <li>▪ Implementation of 2007 CCDF plan and development of 2009 CCDF plan</li> <li>▪ Parent/caregiver survey</li> <li>▪ Home visiting plan</li> </ul>	King County Washington State	
AO3: Maintain mutually beneficial working relationship with Thrive by Five Washington	King County Washington State	
AO4: Maintain mutually beneficial working relationship with SEIU 925	King County Washington State	
AO5: Seek inclusion of FFN representative and FFN issues in work of new Early Learning Advisory Council	King County Washington State	
AO6: Develop legislative strategy for 2008 and 2009 sessions	King County Washington State	

### Desired outcomes

- Increased parents' perception of importance of caregiver role in child development
- Increased awareness by policymakers of the importance of FFN caregivers in children's development and effective strategies to strengthen the quality of FFN care
- Inclusion in appropriate public policy and funding decisions at the local, state and national levels
- Increased resources to support quality FFN caregiving

Goals and Objectives	Geographic Areas Affected	Field Building Components Benefited
<b>Goal B: Strengthen Organizational Capacity of Child Care Resources and State Resource &amp; Referral Network:</b> Child Care Resources, the Washington State Resource & Referral Network, and the Family, Friend and Neighbor Caregiving Leaders Team improve their capacity and strategic abilities to attain desired outcomes, and stabilize financial resources for their family, friend and neighbor caregiving work		<ul style="list-style-type: none"> <li>▪ <b>Knowledge base</b></li> <li>▪ <b>Workforce &amp; leadership</b></li> <li>▪ <b>Practice settings</b></li> <li>▪ <b>Critical mass of support</b></li> <li>▪ <b>Leadership</b></li> <li>▪ <b>Infrastructure for collaboration</b></li> <li>▪ <b>Systemic support</b></li> </ul>
BO1: Provide sufficient staffing level at Child Care Resources to achieve goals and objectives of business plan	King County	
BO2: Provide sufficient staffing level at state resource and referral network to achieve goals and objectives of business plan	Washington State	
BO3: Provide dedicated staff time at each local resource and referral network site	Washington State	
BO4: Provide professional development opportunities to current and new staff most directly involved in family, friend and neighbor work	King County Washington State	
BO5: Transition fund development role	King County Washington State	
BO6: Transition policy/advocacy role	King County Washington State	
BO7: Represent and include FFN in local, regional and statewide early learning organizations and initiatives	King County Washington State	
BO8: Develop statewide FFN Leaders Team and regional FFN Advisory Councils	King County Washington State	

**Desired Outcomes**

- Improved capacity and strategic abilities to continue initiative toward desired long-term goals
- Increased sources of ongoing funding

Goals and Objectives	Geographic Areas Affected	Field Building Components Benefited
<b>Goal C. Awareness:</b> Key audiences understand prevalence and positive attributes of FFN care and importance of FFN caregivers in child’s development and how they can support FFN caregivers in strengthening quality of care		<ul style="list-style-type: none"> <li>▪ <b>Identity</b></li> <li>▪ <b>Critical mass of support</b></li> <li>▪ <b>Advocacy</b></li> </ul>
CO1: Develop communications plan	King County Washington State	
CO2: Partner and coordinate with other early learning awareness efforts when mutually beneficial (Thrive by Five WA, WA Born Learning, national Born Learning, SEIU 925, family/parent support, cultural liaisons/natural leaders, etc.)	King County Washington State	
CO3: Engage parents in understanding role of FFN providers in children’s early learning and development, and encouraging FFN providers to gain knowledge, resources and support	King County Washington State	
CO4: Engage FFN caregivers in understanding their role as significant contributors to healthy infant and child development, with significance beyond “babysitting”	King County Washington State	
CO5: Provide information to policymakers and those who influence them on the benefits of supporting and strengthening the quality of FFN caregiving	King County Washington State	
CO6: Disseminate current tools and develop additional culturally sensitive tools based on communications plan	King County Washington State	
CO7: Develop short educational video suitable for multiple audiences	King County Washington State	

**Desired Outcomes**

- Improved strategies for communication efforts
- Increased messages and tools from other early learning awareness efforts that are inclusive of FFN caregivers
- Increased awareness of parents of importance of FFN caregivers
- Increased awareness of FFN caregivers that they have a significant affect on child development and school readiness
- Increased awareness by policymakers of the benefits of supporting FFN caregiving
- Increased agreement on importance of supporting FFN caregiving
- Increased dissemination of awareness tools

Goals and Objectives	Geographic Areas Affected	Field Building Components Benefited
<b>Goal D: Community Organizational and System Capacity:</b> Wide range of organizations and systems provide resources and support to FFN caregivers and the children in their care		
DO1: Blend efforts to provide parent education and support, to best serve families and use resources economically	King County Washington State	
DO2: Recruit and support additional champions	King County Washington State	
DO3: Identify and support leadership development among FFN caregivers	King County Washington State	<ul style="list-style-type: none"> <li>▪ <b>Knowledge base</b></li> </ul>
DO4: Provide high quality technical assistance and training for capacity building partners	King County Washington State	<ul style="list-style-type: none"> <li>▪ <b>Workforce &amp; leadership</b></li> </ul>
DO5: Maximize opportunities for systemic integration within Thrive by Five WA early learning demonstration sites and Department of Early Learning Quality Rating and Improvement System sites.	King County Washington State	<ul style="list-style-type: none"> <li>▪ <b>Practice settings</b></li> </ul>
DO6: Develop collaborative relationships with licensed child care, in which centers might serve as neighborhood resource centers; and licensed family care homes might open training and networking opportunities to FFN caregivers.	King County Washington State	<ul style="list-style-type: none"> <li>▪ <b>Critical mass of support</b></li> </ul>
DO7: Develop systemic integration plans with public and private preschools, as a route to reach parents and caregivers with awareness materials about FFN care; reach caregivers through parents.	King County Washington State	<ul style="list-style-type: none"> <li>▪ <b>Leadership</b></li> </ul>
DO8: Develop systemic integration plans with libraries and school districts, including family support teams in elementary schools, transition to kindergarten	King County Washington State	<ul style="list-style-type: none"> <li>▪ <b>Infrastructure for collaboration</b></li> </ul>
DO9: Develop systemic integration plans with older adults and organizations that serve them (AARP, Senior Services, senior programs and centers, etc.)	King County Washington State	<ul style="list-style-type: none"> <li>▪ <b>Systemic support</b></li> </ul>
DO10: Develop systemic integration plans with health-related organizations, including public health, clinics, pediatricians, health care systems, doulas, etc.	King County Washington State	
DO11: Develop additional systemic integration plans with child/family serving organizations, including family support centers, home visiting programs, children’s museums, parks and recreation, social service organizations, etc.	King County Washington State	
DO12: Develop geographic hubs of community based organizations with interest, expertise and programs supporting FFN caregivers to coordinate efforts and leverage resources in at least five locations in King County	King County	

**Desired Outcomes**

- Increased number of partners
- Increased parents’ perception of importance of caregiver role in child development
- Strengthened most powerful partnerships
- Increased level of collaboration
- Improved alignment of system-level efforts

<b>Goal E: Services and Supports to Caregivers:</b> A variety of quality services, supports and resources are available to FFN caregivers aimed at strengthening the quality of family, friend and neighbor caregiving		<ul style="list-style-type: none"> <li>▪ <b>Knowledge base</b></li> <li>▪ <b>Standard practice</b></li> </ul>
EO1: Expand number of Play & Learn sponsors, to at least 40 in King County by 2010	King County	
EO2: Expand number of Play & Learn groups, to at least 100 in King County	King County	
EO 3: Develop FFN programs at all child care resource and referral sites in the state	Washington State	
EO4: Strengthen quality of Play & Learn groups, including developing and implementing standards and guidelines, materials, gifts of books	King County Washington State	
EO5: Include FFN caregivers in home visiting services for which at-risk parents are the primary participants	King County Washington State	
EO6: Encourage community partners to pilot “early learning parties” or other informal connections for FFN caregivers	King County	
EO7: Develop leadership and mentoring within FFN caregiver community	King County	
EO8: Develop and provide services to specific groups of FFN caregivers (caregivers caring for infants, grandparents, men, older siblings, etc.)	King County Washington State	
EO9: Provide information about available resources develop through other routes, e.g., “A Place of Our Own” public television program in English and Spanish	King County Washington State	

**Desired outcomes**

- Increased organizational capacity to serve FFN caregivers
- Institutionalization of FFN services
- Increased level of resources/support available to FFN caregivers from child/family serving organizations
- Increased parents’ perception of importance of caregiver role in child development
- Increased awareness of FFN caregivers of their importance in children’s learning
- Increased use of resources by FFN caregivers
- Increased knowledge of FFN caregivers about child development
- Increased community building; decreased isolation for caregivers and children in their care
- Increased learning about effective practice for supporting FFN caregivers

Goals and Objectives	Geographic Areas Affected	Field Building Components Benefited
<b>Goal F: Research, Evaluation, Shared Learning and Dissemination:</b> Conduct research, assimilate new learning, document process, measure outcomes, and disseminate learnings		<ul style="list-style-type: none"> <li>▪ Knowledge base</li> <li>▪ Information exchange</li> </ul>
FO1: Collect and/or work with others to collect qualitative information about parents' views related to FFN caregiving	King County Washington State	
FO2: Collect and/or work with others to collect qualitative information about caregivers' views related to FFN caregiving	King County Washington State	
FO3: Collect and/or work with others to collect qualitative information about integration of FFN caregiving into community organizations	King County Washington State	
FO4: Identify additional outcomes of services and supports for FFN caregivers, including increased social networking and access to community resources	King County Washington State	
FO5: Update overall theory of change and for specific components, such as Play & Learn groups and supporting caregivers caring for infants	King County Washington State	
FO6: Integrate learning from evaluation into planning/redirecting the field's direction as well as into local and statewide service practice	King County Washington State	
FO7: Strengthen evaluation design to progress towards evidence-based practice for Play & Learn groups and other services.	King County Washington State	
FO8: Coordinate with and seek inclusion in other evaluations that include or would benefit by including FFN caregiving	King County Washington State	
FO9: Work with other organizations on how to measure outcomes of social networks created or strengthened by participation in activities for FFN caregivers; implement as feasible.	King County Washington State	
FO10: Determine options and their suitability for measuring child outcomes related to services to FFN caregivers	King County Washington State	
FO11: Hold at least one statewide conference	King County Washington State	
FO12: Continue and expand events for King County FFN learning community	King County	
FO13: Maintain/strengthen connections with organizations and individuals who are national leaders	King County Washington State	
FO14: Disseminate learnings through web site; presentations at local, state and national events and conferences; host site visits; and print media, guided by communications plan	King County Washington State	

**Desired outcomes**

- Increased awareness by policymakers, funders and community organizations of effective strategies for strengthening the quality of FFN care
- Increased organizational capacity to serve FFN caregivers
- Increase the number of FFN champions
- Increased learning about effective practice for supporting FFN caregivers

<b>Goal G: Financing:</b> Substantially increase stable funding sources for infrastructure and quality improvement, and expand integration of services in community organizations		
GO1: Obtain public funding to support infrastructure and for quality improvement	King County Washington State	▪ <b>Resources</b>
GO2: Enlist community organizations to serve caregivers and children	King County Washington State	
GO3: Integrate support for quality FFN caregiving into larger early learning and family support initiatives	King County Washington State	
GO4: Educate public and private funders	King County Washington State	

**Desired outcomes**

- Increased awareness by policymakers and funders of effective strategies for strengthening the quality of FFN care
- Inclusion in appropriate public policy and funding decisions at the local, state and national levels
- Increased resources to support quality FFN caregiving
- Increased organizational capacity to serve FFN caregivers
- Institutionalization of FFN services



## **Appendix I**

### **QUALITY ELEMENTS for FAMILY, FRIEND AND NEIGHBOR CAREGIVING**

The list that follows suggests what we know at this point about what a very high quality FFN care setting might include. These elements are not intended to suggest that every care-giving situation can or would fulfill all elements or fulfill every element completely. In addition, many of these elements cannot be fulfilled without the presence of other significant community resources.

#### **Caregiver-Child Relationships**

- Caregivers show affection for children, listen and attend to children's feelings and ideas, teach and model kindness, respond to children's distress and comfort children when needed.
- Caregivers and children are actively engaged with each other and in activities.
- Children's strengths and capabilities are emphasized (rather than perceived weaknesses or deficits).
- The emotional climate of the home is warm, nurturing and safe.
- Caregivers and children share and explain ideas, thoughts and feelings.
- Children are supported and helped through transitions; for example, during transitions such as arrival to and leaving from the place of care, warm greetings and farewells are provided.
- Specific resources and information pertaining to children's individual needs (physical, social, emotional, mental, developmental, etc. are obtained and in use.
- Caregivers understand their own and children's temperaments and strive for a *goodness of fit*.<sup>19</sup>

#### **Encouraging Healthy Development**

- Caregivers know and apply information about how children grow and learn in daily activities and play.
- Caregivers observe and build on children's interests to extend their learning.
- Caregivers establish regular daily routines for meals, naps, activities, etc.
- Caregivers help children understand and describe their own feelings, empathize with others and learn what effect their behavior has on others.
- Caregivers help children learn new skills and support children's growing independence by encouraging exploration, imagination and discovery.
- Caregivers help children learn in ways that integrate social, emotional and intellectual development by staying connected with children and offering a variety of activities that build on their interests and use a variety of learning modes (e.g. outdoor, indoor, using music, arts, puppets, stories and other strategies).
- Caregivers help children manage their feelings and reduce stress when needed by acknowledging children's feelings and offering a variety of active and quiet activities.
- Caregivers understand and use alternatives to physical punishment or demeaning language or behavior and involve children in developing and understanding rules and consequences; deal with challenging behaviors in kind and nurturing ways that help them understand why certain behaviors are not permitted and which alternative behaviors are acceptable.
- Caregivers help children develop or maintain their pride in their culture, heritage and language.
- Caregivers help children know and feel secure in their culture and heritage, and that the way they do things may be different from how others behave through language, songs, stories about their families and other activities.
- Caregivers provide opportunities for positive social interactions with other children.
- Caregivers help children learn and practice honesty, responsibility, caring and service to their communities.
- Caregivers help children learn new skills and try new activities.

- Caregivers provide positive, sincere and specific feedback on children’s efforts, avoiding generalized or meaningless praise, such as “good job.”
- Caregivers encourage regular physical activity and exercise.
- Caregivers provide materials for art/crafts or creatively use everyday household items.
- Caregivers ensure that children play or take walks or engage in activities outside every day.
- Caregivers limit the amount of time spent watching television and movies, playing video and computer games and, when possible, watch and talk about movies and games with the children. (The American Academy of Pediatrics recommends no more than one to two hours of quality TV and videos a day for older children and no screen time for children under the age of 2.)
- Caregivers are mindful of the content of television programs, movies and video games and allow only age-appropriate content and find and use guidance offered by organizations such as Children’s Television Workshop, PBS Kids and Common Sense Media.
- Caregivers create a word-rich environment in which books are always available; include reading aloud and interactively in daily routine; read or tell stories in ways that invite participation by asking questions about the story (such as what will happen next, or what would you do if you were in the story?); use resources in the community such as bookmobiles and libraries to obtain access to a large variety of books and learning materials.
- Caregivers talk frequently with and engage children in conversation about daily activities, recalling previous days’ activities and planning for future activities.
- Caregivers support children’s enjoyment of language through stories, music, singing, rhyming, word games and play.

### **Caregiver-Parent Relationships**

- Caregivers and parents discuss important issues, such as shared values, discipline, acceptable forms of affection and managing conflicts.
- Caregivers and parents establish mutual understanding and agreement about responsibilities (such as what meals are offered, whether and when children nap, who does the shopping and cleaning), schedules, emergencies and extended hours of care (evening, weekend, overnight, etc.).
- Caregivers and parents agree upon how much one-on-one time the caregiver will spend with child.
- Daily information is shared between parent and caregiver, such as a child’s interests, how a child slept the night before, a sibling’s illness or a parent’s absence.
- Children’s home language and culture are actively supported, and caregivers and parents work together to decide how and when to introduce and/or use English.
- Conflicts between parents and caregivers are addressed with ongoing, open and empathetic communication. Caregivers and parents know when and how to seek help in managing conflicts.
- Parents and caregivers acknowledge, appreciate, recognize and reward each other’s contribution to the child’s development.
- Caregivers help parents have time to engage in learning activities with their children every day, when possible and appropriate, depending on the times and types of care that is provided.

### **Caring for Caregivers**

- Social support from other caregivers and adults is readily available.
- Caregivers are aware of how important their relationships with the children are in children’s healthy development.
- Caregivers want to provide care and learn more about their own and children’s learning, and families whose caregivers are not intentional in this way are offered other child care choices and options.
- Clear agreement is in place with parents regarding payment, expenses (diapers, food, toys, etc.) and schedule, including the child’s schedule during care and the parents’ arrival and pick-up times.

- Activities and resources in the community are available, known and used.
- Caregivers acknowledge and seek help for stress, anxiety or depression or other emotional needs that may interfere with the quality of care giving.
- Caregivers are aware of their own emotional responses to children's actions, effectively manage those responses and have a specific plan for seeking help when needed.
- Caregivers acquire information about public resources, such as state child care subsidies, Head Start, Pre-K programs or access to surplus food.

### **Health and Safety**

- Indoor and outdoor areas where children play, learn and sleep are clean and safe.
- Diapering and toileting areas are clean and disinfected after every use.
- An emergency plan for child illness or injury and for other emergencies, such as fires, earthquakes or hurricanes is in place. Emergency supplies, such as food, water, medicine and clothing are organized and easy to reach.
- Caregivers are able to recognize health or developmental problems and seek assistance in doing so.
- Good health habits, such as hand washing (after going to the bathroom, coming in from outside or before eating meals) and tooth brushing (after meals) are used, encouraged and taught to children.
- Naps and rest times occur as appropriate for the ages of the children.
- Babies are settled to sleep and nap on their backs to prevent SIDS; caregiver has information about preventing SIDS.
- Infants and young children are never shaken. The caregiver is informed about Shaken Baby Syndrome.
- Caregiver has First Aid/CPR training.
- Snacks and meals are nutritious and appropriate for the child's age, developmental stage and culture.
- Sick children receive medical care and attention.
- Appropriate measures are taken to stop the spread of communicable diseases.
- Outdoor and indoor play areas are safe: hazardous materials are out of reach, outlets covered, stairwells gated, yards fenced, etc.
- Children are supervised at all times, both indoors and outdoors.
- Car seats and seat belts are used.
- Small toys and those containing small or sharp pieces are kept out of reach of infants and toddlers.
- Toys and equipment are cleaned often and at least daily.

## Appendix J

# Play & Learn Groups

### Supporting Family, Friend & Neighbor Caregivers and the Children in their Care

**Family friend and neighbor caregivers are grandparents, aunts and uncles, elders, older siblings, friends, neighbors, and others who help families take care of their kids on an informal basis.**

#### Background

An estimated 60,000 children from birth to 5 in King County and as many as 50% of children in refugee and immigrant families are cared for primarily by family, friends and neighbors while their parents work or go to school. These relatives and trusted friends play an essential role in contributing to children's **healthy development, early learning, school readiness** and later school and life success.

Play & Learn has emerged as a model to support these caregivers and the children in their care. The approach is holistic, taking into consideration the needs of both the child and the caregiver for learning and support.

#### What is a Play & Learn group?

Play & Learn groups are facilitated play groups for young children from infancy through age 5 and their caregivers. Play & Learn groups are run by community organizations in a variety of locations including libraries, community centers, family support centers, faith communities, small community-centered malls, and many other places. In King County, there are over 45 Play & Learn groups offered each week in 9 different languages.

Play & Learn group facilitators have backgrounds in child development and early education. The facilitator guides the children and adults through group and individual activities focused on developing early learning skills.



For young children, play and learning are not separate. Play *is* learning. Through play, children explore their world, discover how to get along with others, test their skills and muscles, try out new ideas and build confidence to try different activities.

***Good Beginnings - Hawaii***

Everyone learns at a Play & Learn group:

- Children learn through developmentally-appropriate play with their peers and their caregivers
- Grandparents, friends who exchange child care with one another, and other caregivers learn about the value of play in children's development and how to promote early literacy and school readiness through everyday activities at home

- Caregivers learn about child development, community resources, and other topics relating to the joys and challenges of caring for young children
- Children and caregivers connect with others in similar circumstances to build supportive friendships.

### What Happens at a Play & Learn Group?

Each Play & Learn group is unique, reflecting the cultural community and organization where it is located. Play & Learn groups typically meet once or twice a week for 1 ½ - 2 hours. Some require advance registration while some are drop-in. Most are free and open to the public.

Play & Learn groups have a **choice time**, where children and their caregivers choose from a variety of activities such as arts projects, playing with blocks, play dough and other childhood favorites which support learning and creativity. Most groups have a **circle time**, where everyone gathers to sing songs, play a game, read a story or participate in an activity together.

During the group, the facilitator is active in helping children and adults engage in the activities and in providing a **positive role model** for interacting with children. The facilitator also checks in with the adults and provides them with **information** about community resources, child development and other topics. Some groups have a time when the adults are away from the children to talk and learn.

Play & Learn groups in King County do not follow a single curriculum. Some do follow or borrow from established curricula, while others build their curriculum based on the unique needs of their group.



### Funding

There is no single source of funding for Play & Learn. Organizations fund their Play & Learn groups through grants and donations; many have in-kind support (e. g., free space, supplies, outreach support, etc.) from community partners. Child Care Resources does have limited funds to help with the start-up of new Play & Learn groups that will concentrate on serving family, friend and neighbor caregivers.

### **What is the Play & Learn Network?**

Child Care Resources coordinates the Play & Learn Network that is comprised of organizations offering Play & Learn groups as well as other community partners, such as libraries, community centers, businesses, government agencies and others, who offer resources and support to Play & Learn. Currently, 16 organizations offering Play & Learn are members of the Network.

Through the Network, Child Care Resources provides a wide range of support for the Network members, including facilitator training, technical assistance in starting and running Play & Learn groups, notification of funding opportunities, promotion and publicity, evaluation, public policy advocacy and partnership brokering. Child Care Resources does not provide Play & Learn programs.

### **Evaluation Shows Promising Results**

As part of the Play & Learn Network, Child Care Resources is working with Organizational Research Services and the Play & Learn Network organizations to measure results. The evaluation includes a one-page standardized survey that participating caregivers complete. The evaluation looks at changes reported in knowledge, skills and behaviors of caregivers as a result of participation in Play & Learn.



The results so far have been promising. Overall, caregivers and parents are reporting that they are learning from and using the information they receive at Play & Learn groups. 50% reported increasing knowledge about their role in helping children be ready for school and 73% reported changing what they do with the children in their care “a lot more”.

The results for those participants who answered the survey in a language other than English (the survey is available in 14 languages) are even more striking. 80% reported knowing a lot more about helping kids prepare for school and understanding how children learn through play, with 95% saying they have changed their behavior because of what they’ve learned at Play & Learn.

In addition, 57% of those who filled out surveys said that attending a Play & Learn group had decreased their isolation “a lot more.” Participants noted that increased social support for both them and the children they cared for was a primary reason for attending the groups.

### **Where to Find Out More**

To find out more, please contact Lisa Conley, Play & Learn Network Coordinator at Child Care Resources at (206) 329-1011 or [conley@childcare.org](mailto:conley@childcare.org).



## Appendix K-1 INTEGRATION OF SERVICES FOR FAMILY, FRIEND AND NEIGHBOR CAREGIVERS BY COMMUNITY ORGANIZATIONS

Child Care Resources worked with a wide range of organizations to support the integration of services and resources for family, friend and neighbor caregivers and the children they care for into existing efforts occurred at a variety of levels and with different degrees of intensity. Staff made outreach efforts at the local, regional and statewide levels, both within individual organizations and, increasingly, within larger systems that had capacity to provide services through many programs and providers (e.g., city- or county-level departments with multiple programs or statewide organizations with local affiliates).

In general, Child Care Resources engaged organizations in one of two ways: involvement in the Play & Learn Network or development of ongoing relationships with Child Care Resources staff to develop plans for integration of family, friend and neighbor caregiver services into their organization, efforts which could include supporting or facilitating Play & Learn groups, resource distribution or other activities.

### ENGAGING COMMUNITY ORGANIZATIONS

Sectors of the community with which Child Care Resources has explored integration opportunities include:

1. *Education – Early Learning and Elementary* (e.g., Early Head Start, Head Start, cooperative preschool programs, school readiness initiatives, K-12 school system, family resource centers within schools)
2. *Education – Early Intervention* (e.g., developmental disabilities, early screening)
3. *Education – Parenting/Caregiver Education* (e.g., community college parenting programs and preschools)
4. *Faith Organizations* (e.g., faith-based community centers, churches)
5. *Family Resources and Support* (e.g., family support centers, mental health counseling, multi-service organizations, basic needs, kinship care, YWCA)
6. *Family Resources and Support – Refugee and Immigrant Community* (e.g., ethnic-specific organizations, cultural navigators providing information and referral, ESL, bilingual case management, job training)
7. *Community Resources – Recreation* (e.g., senior centers, community centers, CampFire USA, children’s museum, parks and recreation)
8. *Community Resources – Employment* (e.g., job training)
9. *Community Resources – City of Seattle* (e.g., citizen preparation classes, neighborhood centers, public library, human services, federal nutrition program)
10. *Community Resources – County-wide Systems* (e.g., public health, WIC, community health clinics, kinship care, libraries, sheriff’s office, senior services)
11. *Community Resources – Statewide Initiatives and Systems* (e.g., Docs 4 Tots, child care resource and referral network, parent help line, distribution of development charts for specific ages, prevention of child abuse and neglect)
12. *Business/Retail* (e.g., community shopping malls, United Way presentations at places of employment)

## Appendix K-2



**King County Community Partners  
Seattle/King County Family, Friend & Neighbor Program  
August 2007**

Organization/System	Service Type	Family, Friend & Neighbor Services
	<b>Education - Early Learning &amp; Elementary</b>	
Bellevue School District	Early Childhood Educational Service Center responsible for Head Start and child care for the district, serving 900 children from infancy through grade 5	Sponsor FFN and Play & Learn services within district
Getting School Ready Transition Teams	25 teams comprising elementary school principals, kindergarten and preschool teachers (including Head Start), parents, and other community members in Bellevue, Highline, Kent, Lake Washington, Northshore, Riverview, Seattle and Shoreline school districts; each team develops its own work plan	Working within all teams to develop relationships with school districts and to include FFN caregivers in planning, outreach and programs
Highline Head Start	Head Start program located in White Center serving families from diverse ethnic and language groups	Partner with Refugee Federation Service Center to provide space and outreach for Play & Learn groups to neighborhood families as well as families with younger siblings of Head Start students
Puget Sound Educational Service District	Intermediary organization for White Center Early Learning Initiative, a partnership of community members and public and private organizations working to create sustainable, integrated and accessible child development and family support services that are reflective of the diverse cultures, strengths, and needs of White Center families. The goal is to reach all children in the White Center community regardless of income.	Part of White Center Early Learning Initiative Planning Team; coordinated workgroup to create service delivery plan for family, friend & neighbor caregivers in White Center



Organization/System	Service Type	Family, Friend & Neighbor Services
<b>Education - Early Learning &amp; Elementary (continued)</b>		
Renton Head Start	Head Start program in Renton Public Schools; high proportion of Spanish- and Russian-speaking families	Partner with Children’s Home Society to provide space and outreach for Play & Learn groups to neighborhood families as well as families with younger siblings of Head Start students
Sherwood Forest Elementary	Public elementary school that is part of the Bellevue School District; large proportion of students are from immigrant families from Latin America	Play & Learn group in Spanish.
SOAR Getting School Ready Action Team	A group of stakeholders working together to help parents, caregivers, early childhood educators and kindergarten teachers support children to get ready for school, and to help schools be ready to meet the needs of their students	Team will include FFN in its 2007-08 workplan
Tukwila Community Schools Collaboration	Extended after school programs for elementary, middle and high school students; mentoring programs for 5 <sup>th</sup> and 8 <sup>th</sup> graders; ELL and literacy services; family and community services	Developing programs to support teen (older sibling) caregivers, and to conduct outreach through community liaisons
Wraparound Services Pilot Project at Lake Hills Elementary School	Collaborative partnership between the City of Bellevue, the Bellevue School District, and the United Way of King County, East Community Council Goals are to: provide schools that effectively meet the educational and developmental needs of the diverse children and youth they serve; involve local residents in the life of the school through volunteer activities, family participation, and lifelong learning; and maximize the public’s investment in local school facilities by making them available to local residents for educational and recreational activities.	Participate in Getting School Ready Action Team, facilitate collaboration with cultural navigator program, work with parent ambassadors, support Jubilee Reach Play & Learn (serving the same neighborhood)

Organization/System	Service Type	Family, Friend & Neighbor Services
	<b>Education – Early Intervention</b>	
Children’s Institute for Learning Differences	Year-round school programs for children from 3 to 18 years of age and on-site occupational and speech/language therapy, child and family counseling	Serving as fiscal agent for start up grant for three Play & Learn groups; joined Eastside FFN Hub collaborative
Encompass	Family service center, community/ECEAP preschool, Early Intervention program	Play & Learn groups (Spanish & English), inclusive of children with special needs
Interagency Coordinating Council Action Team	Six-month project for King County Division of Developmental Disabilities Board and SOAR/United Way of King County, with a primary outcome of increased awareness of child development issues and available resources among focus populations	Participate on the Public Education/Community Outreach Campaign component of the project to represent FFN perspective during planning and implementation; provide resource guides for caregivers in four languages; assist in message development and in outreach through Play & Learn Network; coordinate with health care and early childhood service provider teams at project completion
Kindering Center	Provide individualized, family-centered services for children who are disabled, medically fragile, or vulnerable because of abuse or neglect	Referral and consultation with Play & Learn groups in East Bellevue to help them be inclusive; train P&L facilitators on developmental delays; in conversation about creating caregiver resource guide for FFN caring for children with special needs; indicated a desire for support to improve cultural competence in home-based services

<b>Organization/System</b>	<b>Service Type</b>	<b>Family, Friend &amp; Neighbor Services</b>
	<b>Education – Parenting/Caregiver Education</b>	
Bellevue Community College	Parent education program with “learning laboratories” at cooperative preschools	Distribute resources; work with parent educators; develop intergenerational communication curriculum
South Seattle Community College	The A.P.P.L.E. (A Positive Parent Learning Experience) Parenting Program is a parent education and support program for parents who are having a difficult time with their young children or who feel a need for additional support, information, and networking with other parents. It is available without cost for all families with children under the age of nine. Spanish interpreters are available for most classes.	Play & Learn in partnership with Public Health (Spanish, Bosnian, Turkish, Russian and English)
	<b>Faith Organizations</b>	
Jubilee Reach Education and Resource Center	Faith based community resource center sponsored by First Presbyterian Church	Member of Eastside FFN Hub collaborative; sponsor Play & Learn groups (Spanish & English), distribute resources; developing parenting/grandparenting education program
Rainier Beach United Methodist Church	Faith community serving Tongan and European-American families	Resource distribution; interest in Play & Learn
	<b>Family Resources &amp; Support</b>	
Atlantic Street Center	Mental health counseling, youth development activities, early literacy programs, and parent and family support services to approximately 3,000 multi-ethnic, low-income families in Seattle’s central and southeast neighborhoods.	Play & Learn groups (Spanish & English) on site and at Columbia Library branch
Cascade People’s Center	Family support center, programs supporting school readiness, child development, parents and community	Play & Learn groups (Spanish & English), distribute resources
Center for Human Services	Family support centers in three neighborhoods offer a wide variety of programs including First Steps to School Readiness, Homework Help, Emergency Food, WIC, Domestic Violence Support Group, Computer Lab, free Haircuts for Kids, Healthy Start Home Visiting program Citizenship class, ELL, First AID/CPR	Play & Learn groups (Korean, Spanish, Russian & English), at two family centers and a low income housing complex; caregiver leadership development; distribute resources

Organization/System	Service Type	Family, Friend & Neighbor Services
	<b>Family Resources &amp; Support (continued)</b>	
Children’s Home Society of Washington	Adoption support services, family support and parent education, early childhood development, school-based services, advocacy, counseling and out-of-home care	Play & Learn groups, distribute resources, interest in supporting statewide replication of FFN project
Enumclaw Youth & Family Services	Provides quality programs and services for youth and families that fit the needs of families and the needs of the Enumclaw community.	Working to build community collaboration to support early learning and bring resources to FFN caregivers
FamilyWorks Resource Center	Neighborhood family resource center; programs include emergency food bank, resource and referral, parent support, after school tutoring, adult life skills, WIC, cooking and nutrition classes, computer training	Play & Learn groups (Spanish & English), distribute resources
Hopelink	Multi-service organization that offers an integrated array of programs to enable families in crisis to make progress toward and achieve self-sufficiency including food banks, eviction support, child care and development, family development, and adult education	Joined the Eastside FFN Hub collaboration; working to develop Play & Learn program at transitional housing site; in discussion about distributing resources to caregivers and parents at ELL classes
Neighborhood House	Family and social service centers within public housing communities; Head Start, Early Head Start and Parent Child Home programs; youth tutoring and resource centers in public housing and schools	Multilingual Play & Learn groups serve as socializations for Parent Child Home Program, an early literacy home visiting program; will conduct staff training on FFN; providing technical assistance on community outreach to caregivers
North Seattle Family Center – Children’s Home Society of Washington	Multi-service family support center provides classes and activities that focus on family needs and interests, such as parenting classes, support groups, family nights, WIC, and information and referral	Play & Learn groups
Operational Emergency Center	Core programs include: Food Bank, Clothing Bank, Information and Referral, Emergency Assistance of utilities, employment and transportation, Healthy Mothers, Healthy Child, Holiday Gift Shop and Adopt a Family program, Basic Food Education and Outreach, Homebound Food Delivery, and community volunteering for youth and adults beginning at age 11 and above	Resource distribution, informal surveying through home visits; will conduct training if need is identified.

<b>Organization/System</b>	<b>Service Type</b>	<b>Family, Friend &amp; Neighbor Services</b>
	<b>Family Resources &amp; Support (continued)</b>	
Rainier Beach Family Center	Mental health counseling, youth development activities, early literacy programs, and parent and family support services	Resource distribution; in conversation about conducting outreach and training for caregivers
Southeast Youth & Family Services	Counseling, education and support services for youth 2-20; Kinship Care program for grandparents	Resource distribution
Southwest Youth & Family Services	Counseling, education and family support programs; ethnic advocates	Play & Learn groups (Spanish & English)
Stroum Jewish Community Center	Multiservice community center with parenting classes, preschool programs, grandparent programs, and older adult services.	Play & Learn group for grandparents
YWCA Seattle/King/Snohomish	Services for women and families: ending homelessness, creating self-sufficiency, caring for youth, providing safe havens	Included FFN services in 2007 strategic plan. Developing program to create support for parents and children while families are working toward permanent housing.

<b>Organization/System</b>	<b>Service Type</b>	<b>Family, Friend &amp; Neighbor Services</b>
	<b>Family Resources &amp; Support – Refugee &amp; Immigrant Community</b>	
Chinese Information & Service Center	Provide cultural orientation, job training, senior day care, English instruction, youth activities and other services to families, seniors and youth;	Play & Learn groups (Chinese, Vietnamese & English), Step-Ahead preschools targeting children in relative care, work in partnership with Eastside cultural navigator pilot project
Eastside Refugee & Immigrant Coalition	Cultural Navigator Pilot Program managed by Chinese Information & Service Center. Bilingual staff speaking Spanish, Chinese, Russian, Vietnamese and East Indian available for information and referral at different locations on the Eastside.	Cultural navigators distribute resource guide in 7 languages and Play & Learn information
Helping Link	Provide social, cultural and educational programs for the Vietnamese community: computer literacy, cultural events, conversational ESL sessions, homework tutoring for K-12, referral services, U.S. Citizenship, youth mentoring	Distribute resources; liaison with Vietnamese language newspapers, temples
Pasefika	A learning center that provides academic and cultural support services within the Pacific Islander community; preschool, youth and elder programs	Play & Learn groups for grandparents and extended family members
Refugee Federation Service Center	Bilingual case management, counseling and referral, housing assistance, and other social services for adults, youth, and families	Play & Learn groups (Spanish, Vietnamese & English)
Refugee Women’s Alliance	Serving primarily women from Southeast Asia, Eastern Europe, the former Soviet Union, East Africa, and the Middle East through education and training as well as bilingual and bicultural services, including Developmental Disabilities, Domestic Violence, Early Childhood Education, Youth, Family Support, Parent Education, and Education and Vocational Training Programs	Play & Learn groups (Amharic, Tigrinya & English), caregiver education workshops

<b>Organization/System</b>	<b>Service Type</b>	<b>Family, Friend &amp; Neighbor Services</b>
	<b>Community Resources – Recreation</b>	
Ballard Senior Center	Senior center with health, nutrition, physical activity, and social activities for older adults in Seattle’s Ballard neighborhood	Resource distribution
City of Bellevue Community Centers	Recreational programs in 4 community centers	Joined Eastside FFN Hub collaboration; assisted in procuring start up funds for three new Play & Learn groups; may join Play & Learn Network by adding facilitated component to drop-in play groups; resource distribution; support their desire to become resource centers for immigrant and refugee community
Campfire USA Central Puget Sound Council	National youth agency offers recreational programs for boys and girls graded K-12, including child care, summer resident & day camps, programs for kids with special needs, and Youth Volunteer Corps	Play & Learn group (Spanish)
Greater Maple Valley Community Center	Hub for community services; scope of programming is intergenerational - serving families, youth and senior adults	Play & Learn groups, distribute resources
KCTS Public Television	Showing research-based programming for parents and caregivers A Place of Our Own/Los Niños en Su Casa; the program has a related adult education training component	Presentation at Play & Learn Network, outreach through P&L facilitators to caregivers and parents; connected to Service Employees International Union to discuss options for providing training under the collective bargaining agreement to license exempt caregivers receiving subsidy
Seattle Children’s Museum	Hands on experiences and interactive programming for children birth to ten, and families	Play & Learn group for grandparents; articles about FFN care in newsletter
Seattle Parks & Recreation	Operates community centers, swimming pools, historic buildings, tennis courts and an indoor tennis center, four environmental learning centers, several very special gardens, two boating and sailing centers, six performing and visual arts facilities, picnic shelters, wading pools, basketball courts, off-leash areas, athletic fields, children's play areas, golf courses, fishing piers, natural areas	Developing plans to partner with neighborhood-based organizations to bring resources and programs to FFN caregivers

<b>Organization/System</b>	<b>Service Type</b>	<b>Family, Friend &amp; Neighbor Services</b>
	<b>Community Resource - Employment</b>	
Airport Jobs	Helps job-seekers understand the nature of airport-related jobs; complete employment applications; create resumes and cover letters; learn job search and interviewing techniques; and obtain referrals to community resources.	Distribute multilingual resource guides; facilitate discussions about child care with clients
	<b>Community Resource – City of Seattle</b>	
City of Seattle Department of Human Services - New Citizen Initiative	Multi-lingual citizen preparation classes and application assistance	Developing plan to distribute translated resources to serve FFN caregivers and families using FFN care
City of Seattle Department of Neighborhoods	Thirteen centers link City government to Seattle's neighborhoods. Some are payment sites for Seattle City Light, combined utilities, parking tickets, pet licenses and passports	Resource distribution
Seattle Public Library	Early literacy, ELL, community building	Play & Learn group in partnership with Atlantic Street Center, Neighborhood House and Cascade People's Center; staff training; resource distribution through children's librarians and early literacy outreach program



Organization/System	Service Type	Family, Friend & Neighbor Services
<b>Community Resource – County-wide Systems</b>		
King County Kinship Care Collaboration	Service network supporting relatives raising children (both formal and informal)	Working with this emerging collaboration to find ways to partner; ideas include distributing resources via kinship navigators (Senior Services); joint outreach to grandparents who are co-parenting; data sharing
King County Library System	Early literacy, ELL, community building	Distribute resources; outreach through World Storytime multilingual facilitators; staff training; participating in development of new Lifelong Learning program
King County Sheriff Community Service Officers	Specially-trained professional Community Service Officer is available to assist victims of domestic violence with questions they have and to help them identify community resources and services that may provide additional support	Assisted CSO in compiling resource library for eight officers throughout King County.
Public Health Seattle/King County	Children prenatal-14, pregnant and new mothers	Resource distribution; Public Health assists with P&L facilitator training; several presentations to Public Health staff; in conversation about partnering through home visits
Senior Services of Seattle/King County	Multi-service organization serving older adults, with programs including information & assistance, caregiver support programs, home-delivered meals, neighborhood senior centers, healthy aging and wellness services, kinship care and adult day health programs.	Resource distribution; Play & Learn outreach through county-wide monthly newsletter

<b>Organization/System</b>	<b>Service Type</b>	<b>Family, Friend &amp; Neighbor Services</b>
	<b>Community Resource – Statewide Initiatives &amp; Systems</b>	
CHILD Profile/ Washington State Department of Health	Distribute developmental charts to families of all children in Washington State	Partnered to create facilitator guide for using English and Spanish developmental charts as teaching tools with caregivers
Children’s Trust of Washington (formerly Washington Council for the Prevention of Child Abuse and Neglect)	Statewide organization providing leadership to and a statewide focus on the prevention of child abuse and neglect, and to encourage and support effective community prevention efforts; Washington home of Strengthening Families through Early Care and Education Initiative.	Serve on SFECE Steering Committee working to include FFN providers in outreach, services, and systems; educate WCPCAN Learning Community FFN caregivers and issues
Docs 4 Tots	Statewide education initiative encouraging pediatricians to advocate for children	Working to create informational flyer for pediatricians; will post on website and distribute in person
Parent Trust	Statewide family support service with four program areas: Family Help Line, New and Expectant Parents, Children/Youth, Leadership & Support, Parent Education and Support Network	Play & Learn group listings and referral
Washington State Child Care Resource & Referral Network	Support families and caregivers, shape policy, and build communities that promote the learning and development of children and youth throughout Washington State through a statewide network of 18 local child care resource and referral programs.	Replication project at five Child Care Resource & Referral agencies serving ten counties developed service plans for caregivers; project was completed in June 20067; ongoing technical assistance provided to support a statewide learning community
	<b>Business/Retail</b>	
Crossroads Mall	Shopping mall, food court, community public space	Host Play & Learn group, facilitate community partnerships with on-site library branch, neighborhood service center, and retailers
Third Place Commons	Shopping mall, food court, community public space	Host Play & Learn group, facilitate community partnerships with on-site library branch, neighborhood service center, and retailers
United Way Lunch & Learn	Educational program provided by United Way of King County to its private sector partners	Presentations about quality in all care settings; resources for FFN caregivers

Resources include:

- *Taking Care of Our Children*, a resource guide for caregivers available in six languages
- Location of Play & Learn groups in Seattle/King County
- How children learn through play
- Play and activities to foster development at specific ages
- Social and emotional coaching
- Getting School Ready booklet
- Early literacy
- Media literacy
- BOOST out of school program guide
- Shared resources between community partners (library, classes, events)
- Choosing quality child care
- Early intervention resources
- Parent Trust hotline
- Strengthening Families Initiative framework
- Kids Matter framework



## Appendix L

### **WA State Child Care Resource & Referral Network Family, Friend and Neighbor Replication Project January-June 2007**

#### **Project Need**

Many children in Washington State are in Family, Friend and Neighbor care for all or part of their day. When extended family and friend caregivers have access to resources and information about healthy child development, the children in their care are better equipped to succeed in school and life. When caregivers are linked to their community through relationships and supportive activities, they are less likely to suffer from isolation and related depression.

With the support of private and public funders, Child Care Resources has developed a successful strategy for serving Family, Friend and Neighbor (FFN) caregivers by creating community partnerships, facilitating new collaborations, providing technical assistance, and supporting peer learning relationships. Our model of practice is based on family support principles, is culturally responsive, leverages existing programs and resources, incorporates social networking, builds capacity, and leads to sustainability.

#### **Project Goals**

With technical support from Child Care Resources of Seattle/King County, CCR&R sites in Northwest 5 Region and Spokane will:

- Conduct a community asset scan including:
  - community organizations serving children and families
  - community organizations serving immigrant and refugee communities
  - school readiness, early learning, and early literacy projects and initiatives
- Create a service delivery plan for Family, Friend & Neighbor caregivers.

The Washington State CCR&R Network will form a Learning Community through:

- Facilitated discussion at statewide meeting
- Quarterly statewide conference calls
- Peer mentoring relationships between pilot sites and Seattle/King County community partners
- Shared resources and learning

## **Project Workplan**

Staff from the Family, Friend and Neighbor team at Child Care Resources (CCR) will conduct bi-monthly conference calls to provide technical assistance to CCR&R staff and partners, who will learn about Family, Friend and Neighbor issues, best practices, our Community Partnership and Play & Learn models, and working collaboratively with a wide variety of organizations and systems. As the project moves forward, calls will respond to emerging needs of the pilot sites as they implement asset scans and begin to develop service plans.

CCR staff will visit pilot sites to conduct presentations on the Seattle/King County FFN Program approach to community partners, bring resource materials, and learn about current programs and services, existing and potential community partners, family and caregiver needs, and community assets.

Pilot site staff and partners will come to Seattle to visit Play & Learn groups, meet local community partners, and engage in a logic model exercise facilitated by Organizational Research Services, an independent evaluator.

Through facilitated discussion at Network meetings, quarterly state-wide conference calls, and development of peer mentoring partnerships, CCR&Rs will form a learning community, leading to increased capacity for serving FFN caregivers across Washington State.

## **Community Partners**

**Skagit County:** Sedro-Woolley Library; Mount Vernon City Library; Northwest Educational Service District 189; Children's Council of Skagit County.

**Snohomish County:** Volunteers of America; United Way of Snohomish County / Born Learning; United Way of Snohomish County / Success by Six; Little Red Schoolhouse licensed child care center; Department of Early Learning / Licensing; SnoIsle (Snohomish/Island) County Libraries.

**Spokane County:** Inland NW Alliance for Early Learning Leadership Team (State senator, local philanthropy, city government, several area school districts, Community Colleges of Spokane, Spokane County United Way, Educational Service District 101, Clear Channel Radio, Children's Alliance, Spokane Regional Health District, Washington State University, Washington Trust Bank, KREM 2, Avista Utilities and Children's Trust of Washington); NE Washington Born Learning Steering Committee, Children's Home Society of Washington, Department of Early Learning.

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