What are we learning about strategies to provide education and support to family, friend and neighbor providers?

Lessons learned from new program implementation

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Minnesota Family, Friend and Neighbor Grant Program

- Established by MN State Legislature in 2007

- A family, friend, and neighbor (FFN) grant program is established to promote children's early literacy, healthy development, and school readiness, and to foster community partnerships to promote children's school readiness.
Minnesota Family, Friend and Neighbor Grant Program

- Six programs funded
- Collaborations with community organizations
  - Widely diverse
    - Strategies—community liaisons; circulating backpacks; home visiting; practice preschool; play and learn groups; literacy curricula
    - Target populations—ethnically diverse populations—from Caucasian rural providers to Native Americans on the reservation to Somali, Spanish, Oromo and Hmong-speaking providers
FFN Grant Program Evaluation

- Expectation in statute
- Met with DHS staff to develop logic model, research questions, evaluation plan
FFN Grant Program Logic Model—Adult & Child-Directed Programs

Contextual Factors
- Child and Family (e.g., choice of FFN care; Time spent in FFN care)
- Caregiver (e.g., reason to provide FFN care; Relative/non-relative)
- Program (rural/urban; profit-non-profit)

Inputs
- Child and Family Demographics (culture, lang, other programs, etc.)
- Caregiver Demographics (culture, lang, etc.)
- Attitudes
- Knowledge of CD
- CCAP affiliation

Implementation
- Program
  - Exper working with FFN pop
  - Community partnerships
  - Evidence-informed program

Outputs
- # of children & fams participating
  - Services received
    - Frequency
    - Intensity
    - Duration
- # of FFN providers participating
  - Services received
    - Frequency
    - Intensity
    - Duration
    - Information provided
    - Increased access to community resources

Short-term/intermediate Outcomes
- Children receive and participate in more opportunities for developmentally appropriate activities and interactions (school readiness activities).
- Changes in caregiving practices, knowledge (school readiness)
- Use of community resources
- Interest in continuing with educational activities

Children receive and participate in more opportunities for developmentally appropriate activities and interactions (school readiness activities).

School Readiness (children’s development at expected level)

Increased capacity to serve FFN pop

Outreach to FFN pop
- Stronger connections to FFN pop
- Evidence to inform program implementation

CEED (2008)
Evaluation Questions

- What are the characteristics of FFN caregivers who participated in the FFN programs?
- To what extent do the FFN caregivers demonstrate knowledge or practice about early child development and school readiness?
- To what extent do children participating in the project demonstrate age-appropriate developmental skills?
- Were the programs delivered as intended? What successes and challenges were encountered?
## Evaluation Design

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<th>Method and Measure</th>
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Implementation Findings

Themes:
- Raising awareness
- Building trust and community
- Connecting and collaborating
- Responding to context for program planning and delivery
- Teaching/training grounded in experience
Raising awareness

- Defining
- Identifying
- Reaching out
Building trust and community

- Providers with providers
- Providers with programs
Connecting and collaborating

- Successes and challenges with community partners

- Consistency of funding
Responding to context for program planning and delivery

- Responsiveness to diverse FFN populations
- Use of curriculum
- Consistency and change in program implementation
Teaching/training grounded in experience

- Diverse skills and backgrounds required
- Match of staff experience and skills
- Cultural competencies and experiences
Evaluation Challenges

- Recruitment and sampling
- Measurement issues
Implications for Offering Education and Support to FFN Providers

- Clarity on definition
- Effective targeting
- Trust building
- Program content
- Staff training and support
- Continued evaluation