

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

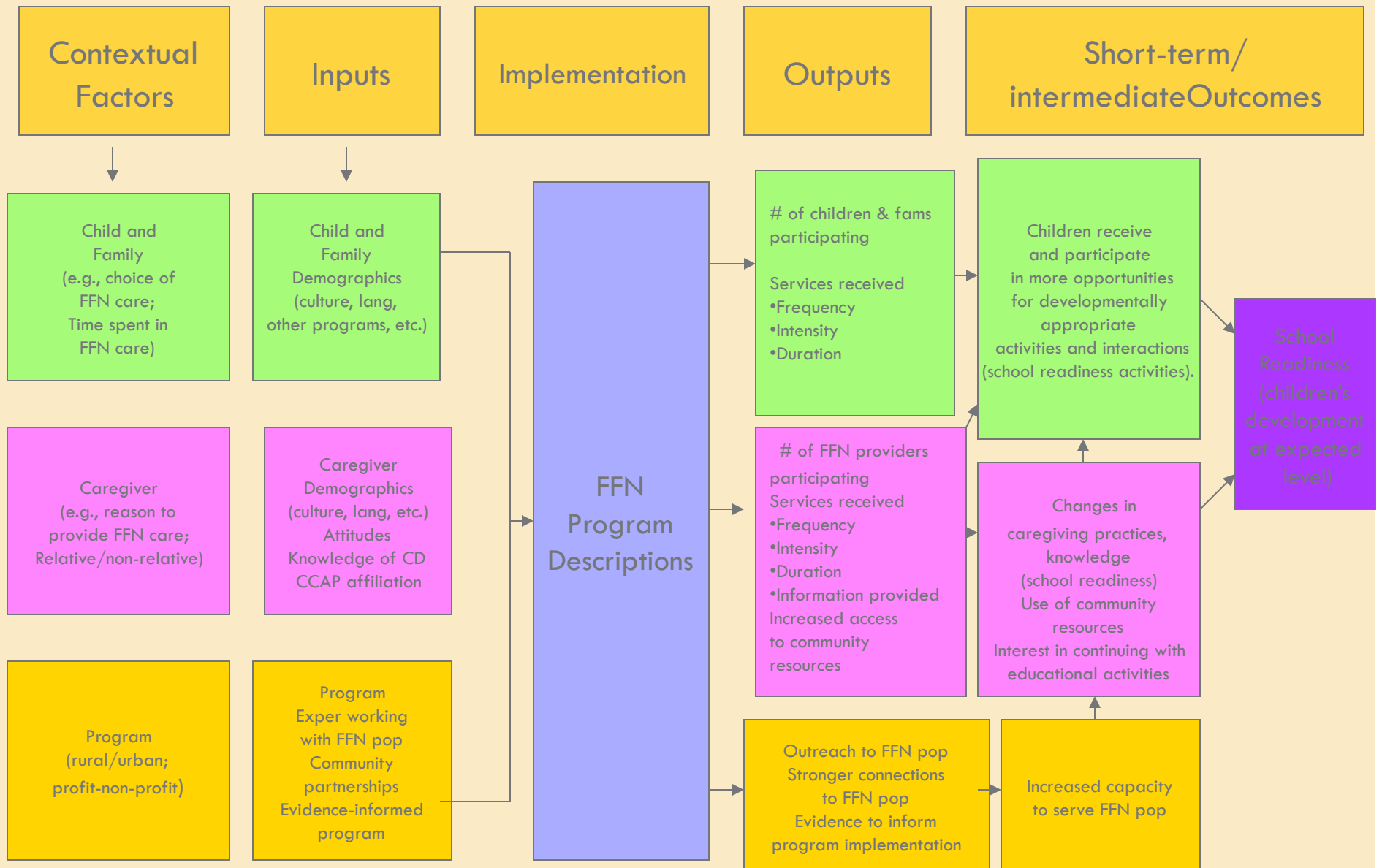


FFN Grant Program Evaluation

- Expectation in statute
- Met with DHS staff to develop logic model, research questions, evaluation plan



FFN Grant Program Logic Model—Adult & Child-Directed Programs



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

	Data Constructs	Method and Measure	Timing of data collection	Data source
Program	Program content Implementation •Successes •Challenges •Cultural issues	Site visit Questionnaire	1 year into program Program completion	Program director Direct service staff
Caregivers	Caregiver knowledge and activities related to school readiness and children's development	Questionnaire	Toward program completion	FFN caregivers
Children	Communication Gross Motor Fine Motor Problem Solving Personal-social	Ages and Stages Questionnaire-3 (ASQ-3)	Program completion	FFN caregivers



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

