



## FIRST THINGS FIRST

*Ready for School. Set for Life.*

### FFN Sub-Committee Update for May 2012 Program Committee

- ✓ The FFN sub-committee developed a definition and list of promising practices that will be incorporated into the updates to the First Things First Standard of Practice for the FFN strategy.
  
- ✓ *Potential* future work topics include: determining a baseline of knowledge/competencies for FFN providers within the PD framework, setting a pathway for FFN providers along the EC continuum of quality and also a pathway to regulation for interested providers.
  
- ✓ There is related work happening in the Arizona Alliance for Family, Friend and Neighbor Child Care (AAFFNCC) and we will be watching for opportunities to come together with that group.
  
- ✓ Next FFN sub-committee meeting will be held in September 2012

#### Family, Friend and Neighbor **Definition** (approved 5/16/12):

Family, friend and neighbor (FFN) care refers to a broad range of child care arrangements provided in the home of the child or caregiver, by extended family members, friends, neighbors and other unrelated adults, for a fee, or free, while parents need to be away, go to work or go to school. Family, friend and neighbor care is also often referred to as *kith and kin, informal care, unregulated and license exempt child care, or relative care.*

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(References documents: BUILD Initiative, CLASP, Families and Work Institute: Sparking Connections Report.)



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### **Promising Practices:**

Promising models in working with FFN providers are those that include some variation of the following components:

- In-home support for FFN caregivers: with some variations of duration and intensity, caregivers are visited in the home and supported towards individualized goals (quality safety, nutrition, etc.)
- Community-based training and professional development: Professional development through group meetings and trainings delivered in a series of ongoing sessions that will bring home-based providers together with qualified and experienced staff in a community setting to learn elements of quality care and safety and that are responsive to the needs and diversity among FFN care providers. Child care should be provided and the sessions should take place at a time convenient for the FFN providers.
- Playgroup opportunities: In socialization or “Play and Learn” models, caregivers and children participate together in activities in a center-like setting offered in different sites in the community with the spaces ideally equipped with a variety of activities that are intended to promote cognitive, language, and physical development. Staff facilitators, whose backgrounds range from early childhood to parent education, model interactions with children for the caregivers.
- A pathway to regulation: Additional resources and financial supports for providers who wish to become certified or licensed.

Within all models and approaches there should be consideration of and opportunities for the following:

- Distribution of or financial incentives to help purchase safety and quality improvement equipment/materials
- Resource and referral information on health and development of young children and resources available in the community
- Resource and referral information on being a regulated provider or obtaining certification related to early childhood education