the David & Lucile Packard FOUNDATION

Families, Friends, and Neighbors Learning Community Network

Network Mapping, Participation, and Development Research Summary and Recommendations

April 2020

Project Study Team:
Shiree Teng | Melissa Mendes Campos | Ernesto Saldaña

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Background

The David and Lucile Packard Foundation's Children, Families, and Communities (CFC) program works to support the various adults that make a difference in young children's lives so that all children have access to opportunities that help them be healthy, ready for school, and on track to reach their full potential. In 2014, CFC launched its Informal Care strategy for family, friend, and neighbor (FFN) providers to:

- Increase awareness of the important role of FFN caregivers in the early learning and development of young children;
- Strengthen FFN providers' early learning knowledge and expertise to better support children's learning; and
- Improve the quality of care in informal settings to help ensure more children are on track and ready for school by age five.

The Foundation has pursued this Informal Care strategy through research, grantmaking, and a learning network for grantee organizations. Throughout this journey, it has supported evaluation efforts to reflect and learn from grantees, make adjustments, and share lessons with the field (see Resource List at the end of this report).

At this stage, the Foundation is reflecting on its FFN network of grantees, engaging the Project Study Team to map the nascent network and gather and analyze participant feedback on two key questions:

1. What are the interests, needs, and motivations of participants to continue to meet as an FFN Learning Community Network?
2. How can the FFN Learning Community Network be strengthened and sustained?

This report summarizes the Project Study Team's findings and recommendations.

Methodology

This study includes two core components: 1) participant interviews to elicit the perspectives of grantee partners and other key stakeholders, and 2) social network mapping and analysis.

- The Project Study Team conducted 21 phone interviews with 34 participants in January and February 2020. Seventeen interviews were with current or past grantee partner organizations and four were with expert advisors or consultants. (See Appendix A for a list.)
- An online social network analysis survey was conducted in January and February to gather data on characteristics of participating organizations, learning and collaboration among network members, and other non-network collaborators in the field. Nineteen of 23 groups (83%) completed the survey. The data was used to create social network visualizations using an online mapping platform.

Context

This report should be considered a snapshot of the FFN Learning Community Network at this point in time. It is important to remember that learning communities, networks, and collaborations follow a life cycle of initiation, development, fruition, and transition (whether refreshing, transforming, or simply ending). Based on trusting relationships, these groups take time to establish and come into their own—they are also continually evolving.

The FFN Learning Community Network is still early in its development. Members have had two in-person gatherings over two years, and several infrequent (albeit valuable) opportunities to form connections, hear about important resources and promising practices, and to share common concerns. As such, some of their feedback poses more questions than it does clear answers about the future of the network at this time. One of these questions is whether it is a "learning community," or "network," or (depending on

definitions used) both. (In deference to this open question, we refer to it as the "FFN Learning Community Network" throughout this report.) With greater "dosage"—or frequency and duration of working together—the learning among those participating in the current network will take on greater definition, significance, and even shared direction.

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It is important to note that the social sector has not agreed on a single definition for networks. Because network champions and participants build, support, and use networks differently to meet a variety of needs and goals, it is up to each network to be clear about its purpose. For example, in the FFN Learning Community Network, peer learning for practice improvement has been a priority from the outset; less clear is its potential role in policy advocacy or system change. If that is an aim, there may be relevant lessons from others who have supported networks to that purpose.[4]

It must be noted that the Project Study Team's information gathering predates the COVID-19 crisis. The Project Study Team has not had the opportunity to speak with network participants about how they, their organizations, and/or their FFN partners and communities are being affected. Observing the many ways that vulnerable populations nationwide are being disproportionately impacted, we can predict that racial, income, health access, and other inequities exacerbate the harm to California's FFN providers and the families and children that depend on them. In addition, early care advocates anticipate many center-based child care programs will not be able to reopen their doors. As people return to work, they will seek out different things—they will choose security, family, familiarity, attachment, and those are often found in a home within an FFN program; a mom will likely choose her sister versus a center.

Though more must be learned about how FFN Learning Community Network members are experiencing this crisis before offering recommendations, there is timely information being developed on nonprofit resilience that may offer a useful frame. In *Resilience at Work: How Nonprofits Adapt to Disruption. How Funders Can Help*, Diana Scearce and June Wang acknowledge that while "there is no one recipe for resilience," being purpose driven, clear eyed, future oriented, open, empowered, committed to self-renewal, and connected can help organizations be more successful in surviving difficult times.[5]

Finally, we want to lift up the equity implications of supporting FFN caregivers and the Packard Foundation's leadership in supporting this emergent field of practice. As low-

4 Hawai'i Community Foundation's new paper on "Network Collaboration for System Change" (2020) summarizes key takeaways from 10 years of experience with networks.

5 *Resilience at Work: How Nonprofits Adapt to Disruption. How Funders Can Help*, Diana Scearce with June Wang, S.D. Bechtel, Jr. Foundation, April 2020 https://www.issuelab.org/resources/36542/36542.pdf

income, women of color are the faces and voices of the families, friends, and neighbors, equity is front and center in this work. FFN providers support low-income families and children of color across the state and nation. They are las abuelas, tias, grandmas, aunties, and neighbors who provide critical care to our youngest learners. As families of color relied on FFN caregivers during the Great Recession, so too will we rely on them as we struggle through this unprecedented global pandemic. Currently, they are providing child care for "essential workers" as families, communities, and policymakers are seeing the importance of FFN caregivers. As many child care centers may struggle to open, many FFN providers will be first sought after for child care. That connection and certainty provided by a shared culture, language, and community will be necessary in supporting low-income families of color.

Key Observations:

- **Participants value the FFN Learning Community Network and want it to continue**, as they benefit from the sharing of information and resources, having a community, and learning from each other. They share a sense of gratitude for this learning space and enthusiasm for it to develop further.
- **Overwhelming majority want Packard to keep hosting the group**, citing its reputation, relationships, resources, and neutrality as valuable qualities that few others can bring to the table. They also appreciate the way the Foundation staff leads, respecting the wisdom and experience of all its partners.
- **Partners need and appreciate financial support**, as it enables staff time/travel to participate. Some said they would welcome opportunities to engage more of their program staff, enhancing the potential for learning and improvement. Stipends would be important to make this possible.
- **Many participants wish to see this work deepen**, such as by bringing greater focus to learning objectives for webinars and convenings, developing a policy voice, especially at the state level, and/or generating greater public awareness about FFN caregiving. They are eager to expand their collective impact.

The FFN participants being able to come together in a learning community or network truly would not be possible without both the Packard Foundation and its partners, funded and unfunded. It was what was described by one interviewee as "a real craving among partner groups who work with FFN caregivers to connect, learn, and share" that served as the impetus for creating a more formal learning community. It has been the Foundation's respect of grantee partners' experience, knowledge, and expertise that is a core strength of this network.

> *"Each one of the [participating] agencies…Packard has treated them as the experts. The agencies have the answers in them, and Packard is creating support for the peer learning and self-efficiency of the network participants to come to their own solution. Packard sees the partners as rich in assets and that they have the answers to the challenges and needs they face."*

Recommendations:

The findings lead us to make the following recommendations for the Packard Foundation as well as for the network for its future development:

- **For the Packard Foundation to keep investing in and building the FFN ecosystem.** FFN caregivers are the providers of choice for so many black and brown families in California, the potential for impact toward equitable outcomes for children, families, and communities is enormous.
- **Continue managing the tension between greater formality and informality** inherent to the FFN ecosystem, considering how to address needs at various points across the continuum such as by bringing quality measures to the system while simultaneously lifting up the strengths and quality practices that already exist.
- **Grow with quality and scaffold with support.** Many FFN caregivers are from immigrant or migrant communities being aggressively targeted by federal authorities. While some are hungry for formal training and visibility, some wish to avoid exposure to the system. Awaken and nurture the leadership of FFN providers who are ready to engage as a path for others to follow later.
- **Begin preparing for a leadership handoff from the Foundation to a member participant or participants now**, allowing a two-or-more-year runway of planning and working intentionally to ensure a smooth and effective transition to a new "home" for the FFN Learning Community Network. Considerations need to include organizational capacity; content expertise; relationships and network leadership qualities—and, frankly, financial model—needed to nurture this group in setting and achieving shared goals. Consider having a consultant support during the ramp-up period with a clear intention to quickly transfer the facilitation role to a formal "home." It is critical for the network's future success that the home agency have a deep commitment to equity as well as appreciation for and history in understanding and engaging with communities of color.
- **Communicate achievements, lessons, and key questions more intentionally and broadly.** FFN care has played a significant role for families and children for generations and yet, remains to be an emerging field in terms of recognition among the public and policymakers, such that research, infrastructure, articulated body of practice, tools, and quality measures are still thin and largely emergent on the ground. The FFN Learning Community Network is a viable place for sharing what exists and serving as a locus for creating, validating, and sharing new knowledge to inform the field, multiplying its impact through robust communications.

Summary of Social Network Analysis (SNA) Findings

The FFN Learning Community Network is made up of 19 grantee organizations supported by four expert advisors or consultants. It began meeting via webinars and conference calls and had its first in-person convening in April 2018. In early 2020, an online survey asked participants to rate their degree of Learning from and Collaboration with each of the other groups or individuals, on a scale of zero to three (0–3) where:

- **3** indicates current active learning or collaboration;
- **2** indicates past active learning or collaboration;
- **1** indicates no learning or collaboration relationship outside of regular Learning Community Network calls, webinars, etc.; and
- **0** indicates no exchange of learning or collaboration.

Mapped on the following page, the network demonstrates **numerous linkages where learning and/or collaboration is occurring or has occurred**—all of which is a strong foundation to continue building deeper or new connections across network participants.

Reading the Map

FFN Learning Community Network members are represented by blue circles (consultants not shown). Directional arrows to a blue circle are where another group said they're learning from or collaborating with them.

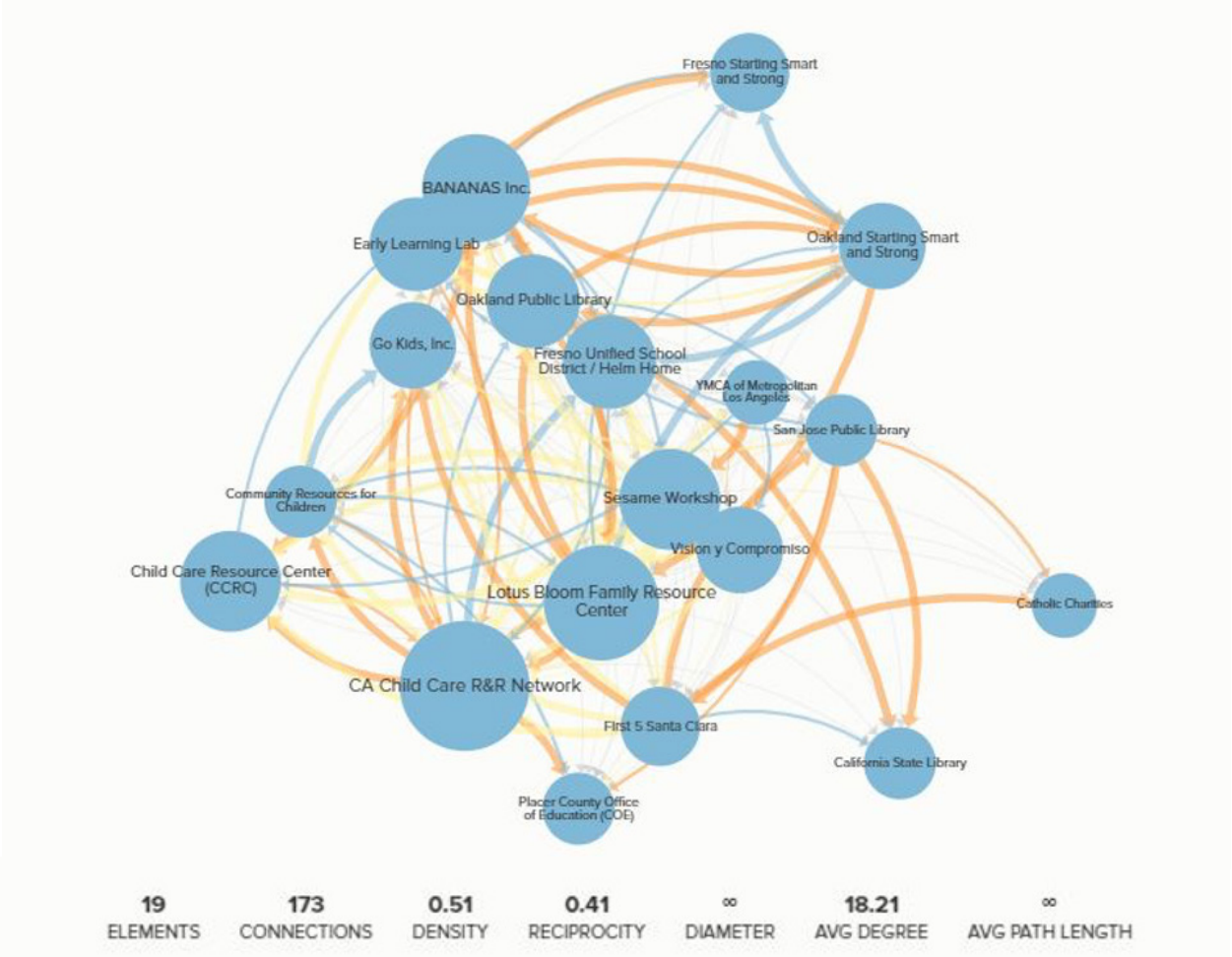
BLUE ARROWS *indicate learning connection*

YELLOW ARROWS *indicate past collaboration*

ORANGE ARROWS *indicate current collaboration*

LINE THICKNESS *indicates degree*

CIRCLE SIZE *indicates relative influence on learning/ collaboration*



> **Every participant** has arrows pointing to their circle, indicating that someone else is learning from them and/or collaborating with them. This is a sign of a strong network.

In interviews, most participants said they have attended all or nearly all FFN Learning Community Network convenings, calls, and webinars. Most reflected that **the in-person convening was the most effective** and impactful learning opportunity.

> *"Love the convenings! It's very beneficial to touch base with other organizations, listening to how organizations are developing or challenges they have hit and their solutions. We need MORE of this. We see one another once a year and we need to touch bases more than once a year."*

"This network, these convenings, allows us to focus on FFN and build intentional practices and capacity, relationships around this work."

Participants value the opportunity to learn about others' work and share their own efforts. Exchanging information about what is being tried, how it is succeeding, and where there are challenges help inform practice, and that just knowing that others are grappling with the same questions reduces groups' sense of isolation in this small and still-emerging field.

> *"This network, these convenings, allows us to focus on FFN and build intentional practices and capacity, relationships around this work."*

> *"The convening inspired us to add socialization! It's something we didn't do, thinking 'we're rural and who would come?' But others got us thinking about doing our own socialization."*

While most spoke about peer learning in broad terms, **some mentioned appreciated learning about specific tools, materials, and approaches from partners** such as Sesame Workshop, BANANAS, and Vision y Compromiso. This correlates with what we see in the map on the previous page with respect to circle size indicating learning activity.

> *"It has been very helpful to see the great work that groups are doing, like Sesame Street's toolkit and presentation. Also, learning from agencies like Vision y Compromiso helps inspire and push us to do more with communities."*

> *"Sharing of materials (Sesame Street's toolkit, BANANAS materials) that we can make available to communities. Our agency's curriculum is very similar to the Sesame Street toolkit…we are a small agency, and to see how aligned we were with Sesame was very validating."*

Some participants described **developing their own tools and other ways of leveraging learning with others**, speaking to the value of the connections made through the network.

> ***"To be able to make connections with other agencies and all the years they've done this work. It was new for [us], so they connected with Lotus Bloom. [We] participated in a training with Lotus Bloom, helping us understand what it means to be an FFN provider."***

> ***"It was great for us to share our work with partners like Fresno, and to learn from them as well."***

> ***"The social emotional toolkit activity (at the in-person convening) allowed us to connect with San Jose Public Library. We weren't able to purchase toolkits for our whole group, so we leveraged the San Jose Library social emotional toolkits."***

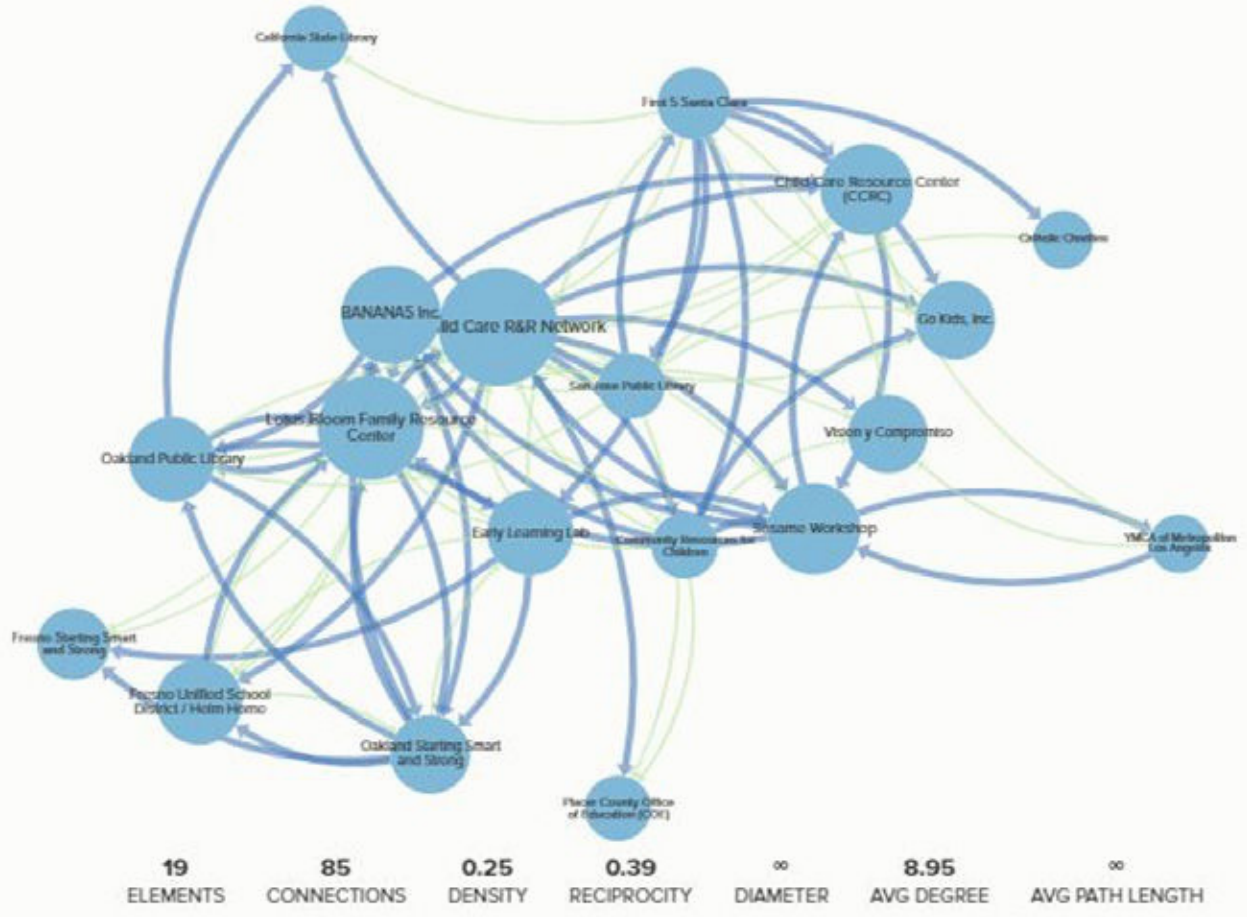
> ***"As a result of our participation, we developed a toolkit and that led us to share it with other agencies as well as to make it a part of our regular intake sessions. This has given us a focus for our FFN work."***

> ***"For me it's reinforced that what we're doing is really special. I've been more cognizant of wanting to share that with other folks, and we've received requests for interviews and site visits."***

Interviewees also expressed appreciation for learning from the expert consultants, such as the quality assessment tool from Mathematica, Engage R+D's help with developing a logic model, and Foundation staff being so accessible.

Learning

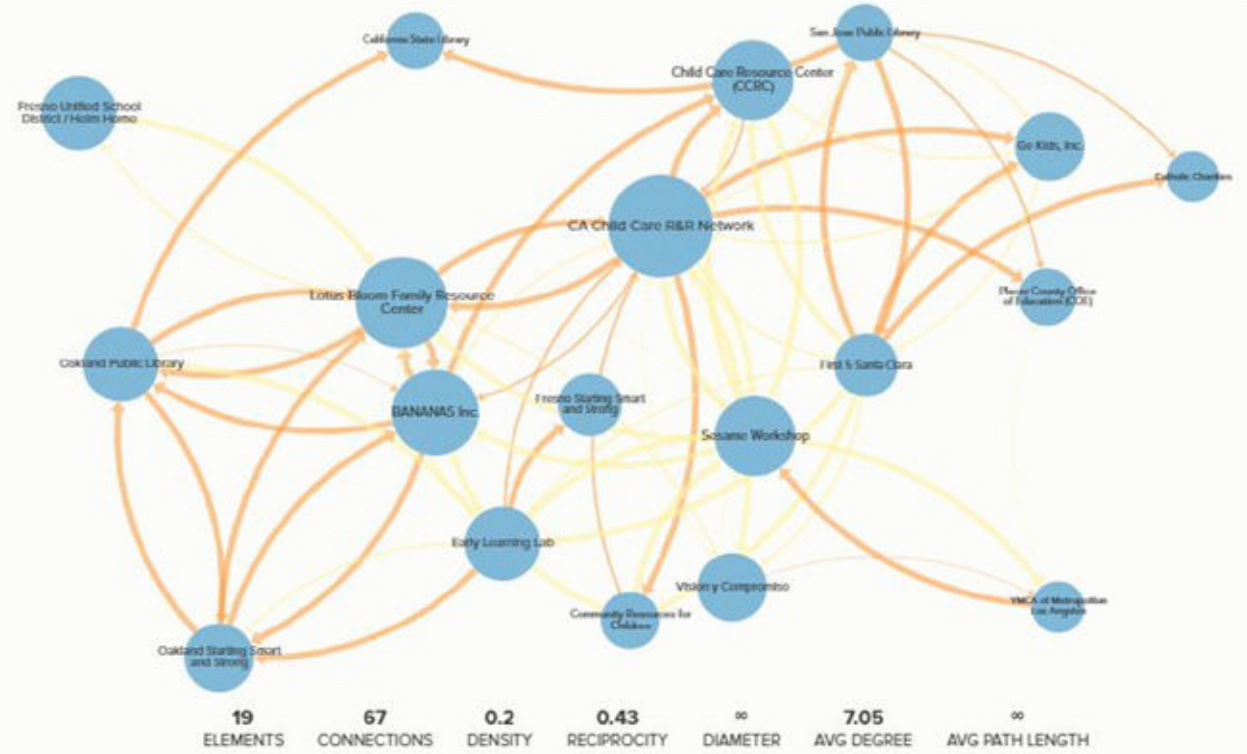
Filtering the map data to show relationships of **active learning outside of regular FFN Learning Community Network activities**, past or present (below), we see 85 total connections and an average degree of 8.95 (which indicates the average number of groups that have actively sought to learn from any other one group.)



> "To be able to make connections with other agencies and all the years they've done this work. It was new for [us], so they connected with Lotus Bloom. [We] participated in a training with Lotus Bloom, helping us understand what it means to be an FFN provider."

Collaboration

Filtering the map data to show relationships of active **collaboration** in the past or present (below), we see 67 total connections and an average degree of 7.05. Since collaboration is typically more time and resource intensive than peer learning, these numbers are a little lower than for learning—but still robust.



Interview questions did not ask about specific collaborations, so detail about the connections shown above is not available in this report.

The interviews yielded valuable feedback about the kinds of learning participants are most interested in continuing or having more of. Many expressed **interest in more conference-like opportunities in the future**, offered at least annually and perhaps on a regional basis. Webinars are largely viewed as less effective for sharing information and engagement but are appreciated by some geographically isolated grantee partners.

> ***"It's better to gather together in-person…. Webinars feel disconnected. The research is fine to present over a webinar, but not the best process for a shared learning regarding a program or project. In-person conversations are so important for connection.***

> ***"It helps to get connected in-person first and get the context of agency's work in-person, see their story boards—then I felt more connected to the folks joining remotely on the webinars.***

> ***"The actual convenings are a little bit difficult for us, physically because of the drive/travel. Online webinars are probably the way to go for that reason."***

Several interviewees suggested that at this point in the FFN Learning Community Network's development, **greater focus, specific learning objectives, and/or a "big picture" agenda would add value** to convenings, calls, and/or webinars. While several shared appreciations of learning across transcending silos, a few also suggested opportunities for small group work based on "alike-ness," affinity, or topical interest.

> "We seem to be talking about the same things, not moving on or thinking 'big picture' about it, [like] looking at what would a movement look like statewide."

> ***"Sharing best practices is valuable…[but] to also build a concrete agenda that advances a couple practices or strategies that folks are interested in bringing to their work. Taking a deeper dive into a set of tools or strategies."***

> ***"We seem to be talking about the same things, not moving on or thinking 'big picture' about it, [like] looking at what would a movement look like statewide."***

> ***"Would love to work with other school districts to learn from them, meet with partners in-person and meetings with partners who are more alike (like a district). How are other districts pushing the work forward in their communities? How are they talking to their superintendents, principals? Not-alikes, also…learning from NOT job-alikes such as nonprofits doing work with districts."***

Some also indicated a desire for **more advance notice of events** to help them manage the many demands on their time and better plan for their participation.

Participants were near unanimous in expressing **high interest in continuing their involvement** with the Learning Community Network. Few indicated the need for unique supports to be able to participate, though many said that modest **funds/stipends to help cover travel in particular has been appreciated** and would enable their continued participation. Some partners expressed the desire for **Packard's guidance around strategizing and securing other funding**.

> ***"Ongoing and a little more funding would be appreciated…. Some additional funding would allow agencies to travel and possibly extend this training to more of their staff."***

> ***"I've heard that there might be state level opportunities to better support FFN providers that could be good connections Packard or others could make to this group. It's hard to navigate that for small groups…I'm really talking about funding streams they could possibly be tapping into. I hear rumors of things but it's hard to know where to get the info and what the channels are to get funding from the state level."***

Most suggested that continuing the **focus on peer exchange** would be valuable to them, and many said that more time for this would be helpful. Several participants also

said that the **presentation of research**, such as that presented by Toni Porter, was of value and of continued interest, particularly if it were to include opportunities for shared sense-making around the implications of such research.

A few indicated that shared metrics and data collection would be a valuable next step, particularly if focused on praxis and prioritizing qualitative data and practitioners' real-life learning. Areas of interest also include examples of what is happening in other states, for a broader perspective.

> ***Bring data that's more praxis, bring data that's connected to our day-to-day. Qualitative data/stories/case studies. Would be great to do a 'storytelling process.'"***

> ***Data to demonstrate collective impacts. The data can be really critical here, data on numbers of kids and the need for this FFN work. As we dive deeper, we learn more benefits children get from being part of FFN."***

> ***How do we capture the outcomes and reports for all the stakeholders—the data piece. What does success look like (positive interactions between adults and children). The data piece is key—who is it for, what does it show? We need to be careful what we latch onto because it can inadvertently be very racist, classist, discriminatory."***

"If Packard can release some articles on the value and importance of FFN work—to make this work public. Bring media to the importance of this work. Publicize this to community residents, not just to other partners but to families and people in the community. This will help alleviate FFN providers' fears and concerns and validate the value and importance of their work, how they support children's continued development and growth and learning."

Many interviewees suggested that the FFN Learning Community Network, due in large part to the unique leadership role and position of the Packard Foundation, could develop more of an advocacy voice to educate the public about the importance of FFN providers as well as to influence state policy and funding. Some spoke to the potential for field-building at a national level; two used the term "movement" to describe aspirations for developing greater visibility and support for FFN caregivers.

> ***[It] would be good for the network to put some political pressure to advocate for FFN issues, to keep FFN front and center and demonstrate how many families rely on FFN caregivers and how they help the system…"***

> ***If Packard can release some articles on the value and importance of FFN work—to make this work public. Bring media to the importance of this work. Publicize this to community residents, not just to other partners but to families and people in the community. This will help alleviate FFN providers' fears and concerns and validate the value and importance of their work, how they support children's continued development and growth and learning."***

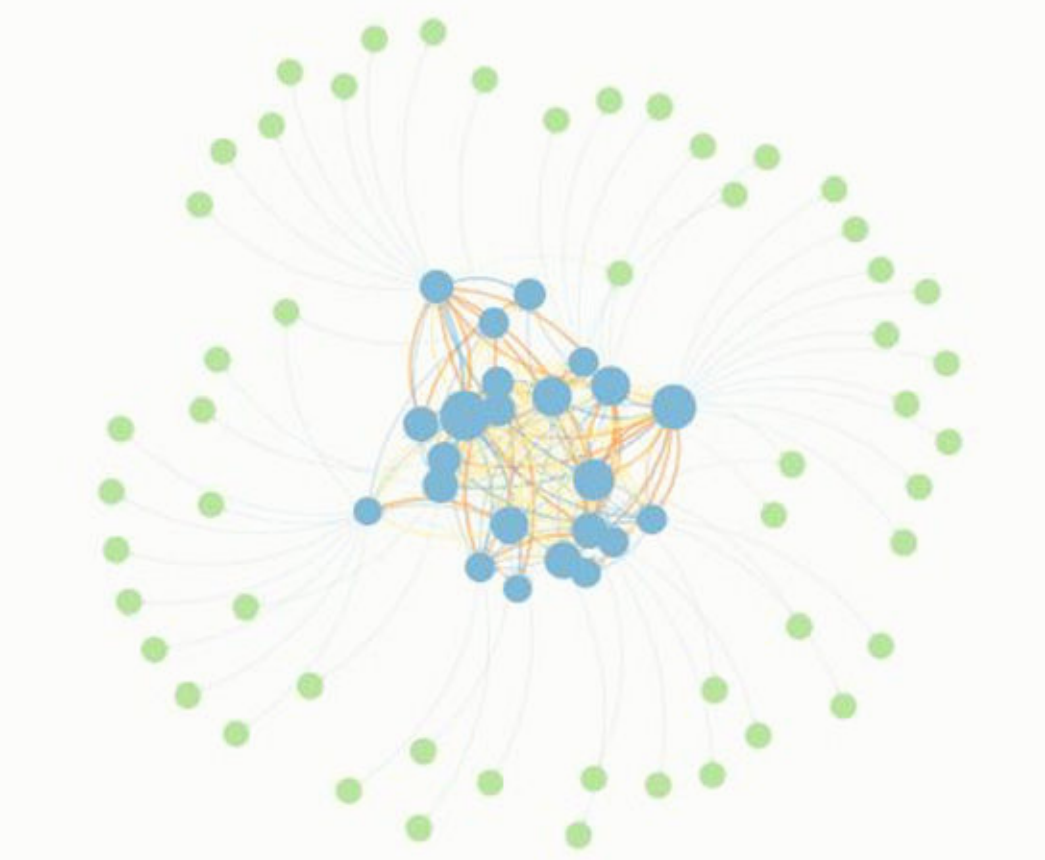
Several participants suggested types of institutions (e.g., family resource centers, Parks and Rec, school districts, social services) or specific organizations for potential expansion of the FFN Learning Community Network. A couple wanted to see **FFN providers themselves more directly involved and represented**. Some stated interest in **expanding involvement to more of their own front-line or program staff**, as they are the ones working most directly with FFN caregivers; while they note that it would be challenging to free up staff time and travel, they see value in the potential for peer learning opportunities.

> ***"Bring more folks in who are actually doing the work. We're at a place where to make use of the community of people we need, not just the managers talking but opportunities for folks in the field to talk more about what they're doing."***

Asked what organizations they might recommend as **potential future participants** of the FFN Learning Community Network, members identified the 43 listed in Appendix B.

Asked what other **(non-network) groups they work most closely with** in the FFN space, participants named the 53 organizations listed in Appendix C.

When we add just the 53 non-network groups to the network map (green circles, below), we can see the **potential for secondary connections** to be made through fellow network members. (For more about the network maps, see Appendix D.)



In terms of network leadership, participants generally **want to see the Packard Foundation continue in this role**, as it brings an important mix of qualities to the table—strong reputation, a degree of neutrality— that few others could offer. **No other organization was suggested as a successor** without some qualification about their readiness for or well-suitedness to the task.

> ***...not because others lack the ability but they each focus on and specialize in a different component of the work. Packard feels like the best organization to lead this with their birds-eye view and bringing us together to share our specialized expertise."***

The FFN Learning Community Network was initially introduced and approached as a "learning community." Even so, about half of participants said they consider the group a "network" (either calling it that already or feeling it is an accurate descriptor); half continue to use other terms focusing on "community." As some noted, **terminology is often in the eye of the beholder**: to some, "network" means something different than to others, just as the term "FFN" is expedient for outsiders to use but not embraced by providers themselves.

Overall, participants describe their experience as highly valuable, many indicating that **their practice has deepened or expanded due to their participation**. It has also been validating, both for grantees and—in a ripple effect—for the FFN practitioners with whom they work.

> ***This project brought a whole sense of value. Before, FFN providers saw themselves as a place where families just 'dumping their kids at my house' to an increased sense of worth of the value an informal provider gives. There was a deep sense of lack of confidence amongst the FFN caregivers."***

> ***I'm not sure if...they're aware of the ripple effect they've had. Their work has sparked a lot of different work that's happened in the community...it's grown from the seed they've planted. Funding allowed us to understand some best practices that we've applied to other funding and models. 60% of the work we're doing now is about FFN—a big change from just a couple of years ago!"***

Conclusion

The largely invisible and marginalized—and often unpaid—work of families, friends, and neighbors is happening in every community, providing foundationally transformative care especially to our babies and toddlers and young children. Even though this kind of caregiving has existed through millennia, now may be the time for a bit more formalization. Even when universal preschool for all becomes reality, after all these years of advocacy efforts, there will still be the zero to three care gap in the system as most working families cannot afford to have a parent stay home. The work of FFN caregivers is not likely to end any time soon.

To bring more attention to this very emergent field of practice, the Packard Foundation may be sitting on the cusp of opportunity. With the FFN Learning Community Network, the Packard Foundation has created a safe space for much-needed peer learning and exchange. Rooted in practice, informed by available research, this sharing has helped give momentum to a sense of excitement about what could be next. Participants want to continue the learning network because it is beneficial to their work, and many are also ready to dig deeper. With this participant input, this is an ideal time for the Foundation to revisit and either refine or reaffirm the goals of this FFN Learning Community Network with participating organizations and leaders to co-create potential enhancements around practice, research, policy voice, and overall network development, structure, and leadership.

As many child care centers will likely struggle to re-open, families, communities, and policymakers will see anew the importance of FFN providers as the child care option of choice—especially for our vulnerable and vibrant communities of color.

The equity implications of nurturing and growing FFN providers and the Packard Foundation's leadership in supporting this emergent field of practice are important to the future of our state and nation. Low-income women of color are the faces and voices of the families, friends, and neighbors who provide such crucial care to our youngest learners. Families of color rely on FFN caregivers now, providing child care for our "essential workers," and this reliance will likely intensify as the coronavirus pandemic wears on. As many child care centers will likely struggle to re-open, families, communities, and policymakers will see anew the importance of FFN providers as the child care option of choice—especially for our vulnerable and vibrant communities of color.

Appendix A: List of Interviews

The Project Study Team is grateful to the following 34 people from 21 groups who took time to speak with us candidly and generously. We thank you!

1. BANANAS Inc. - Jethro Rice
2. CA Child Care R&R Network - Linda Asato, Domenica Benitez, Carolina Castillo Quintero
3. California State Library - Julie Weatherston
4. Catholic Charities - Denny Hurtado, Rose Jaquez
5. Child Care Resource Center - Jerri Stewart
6. Community Resources for Children - Lindi Gallagher, Eva Simpson
7. Consultant Toni Porter
8. Early Learning Lab - Sheetal Singh
9. Engage R+D - Erika Takada
10. Fresno Unified School District - Maria Ceballos, Whit Hayslip, Samuel Limon Jr., Deanna Mathies
11. Go Kids, Inc. - Kendra Bobsin, Larry Dury, Mayola Rodriguez
12. Lotus Bloom Family Resource Center - Angela Louie Howard, Marcie Meadows
13. Mathematica - Jaime Thomas
14. Oakland Public Library - Nina Lindsay
15. Oakland Starting Smart and Strong - Andrea Young
16. Placer COE - Pauline Dufour, Catherine Goins
17. Consultant Ruth Yoon
18. San Jose Public Library - Araceli Delgado-Ortiz
19. Sesame Workshop - Andrea Cody
20. Vision y Compromiso – Gerry Balcazar, Hugo Ramierez, Alejandra Reyes
21. YMCA of Metropolitan Los Angeles - Lia Evans, Brenda Hernandez

Appendix B: Potential Future Network Participants

Asked what organizations they might recommend as potential future participants of the FFN Learning Community, members identified the 43 listed below.

1. Abriendo Puertas-Opening Doors
2. Administrators of LCFF-funded programs with interest in early childhood
3. CA Department of Education
4. CA Department of Social Services
5. CalWorks
6. Cerritos Public Library and other smaller city and county libraries
7. Children Now
8. County of Alameda
9. Early Childhood representatives from teachers' unions
10. EBAYC
11. Encore: Gen 2 Gen
12. Families in Schools
13. Family Resource Navigators
14. First 5 Alameda County
15. First 5 LA
16. First 5 Monterey County
17. Funders for early childhood
18. IHEs that train child development and elementary teachers/providers
19. Innovate Public Schools
20. LA County Library
21. LA Partnership for Early Childhood Investment
22. LA Public Library
23. Los Angeles Unified School District local districts and central offices
24. Magnolia Place
25. Maybe after school age? —note they are mostly license exempt, and not necessarily informal care
26. Maybe City College of SF (dept of child and adolescent -- emphasis on the early childhood) —nanny certificate
27. NALEO
28. Oakland Parks, Recreation and Youth Development
29. Other Mental Health Providers with Community Funding
30. Other Regional Centers
31. Other YMCA Associations doing work with 0-5 (Silicon Valley)
32. OUSD
33. Pacific Library Partnership (a regional network that might engage other libraries)
34. Parent Voices
35. PLAN
36. Quality Start LA
37. San Francisco Public Library
38. South Central LA Regional Center
39. TERC
40. Tribal child care are license exempt, although they range in centers and may not be "informal", and rather exempt from licensure
41. Unity Council
42. VIP Community Mental Health
43. Volunteer organizations interested in early childhood

Appendix C: Other Collaborators

Asked what other (non-network) groups they work most closely with in the FFN space, participants named the 53 organizations listed below.

1. Oakland Parks, Recreation and Youth Development
2. Unity Council
3. Abriendo Puertas-Opening Doors
4. CA Department of Social Services
5. CA Department of Education
6. CalWorks
7. EBAYC
8. Encore: Gen 2 Gen
9. Family Resource Navigators
10. First 5 Alameda County
11. First 5 LA
12. First 5 Monterey County
13. LA Partnership for Early Childhood Investment
14. OUSD
15. Parent Voices
16. PLAN
17. Quality Start LA
18. South Central LA Regional Center
19. TERC
20. VIP Community Mental Health
21. ACF learning community
22. Alternative Payment Programs
23. Arizona Association of Supportive Child Care
24. Association for Supportive Child Care, Phoenix AZ
25. CCR in WA
26. Child Care Alliance of Los Angeles
27. East Bay Agency for Children
28. East Bay Asian Local Development Corp (EBALDC)
29. Family Paths
30. Fresno Housing Authority
31. FUSD, Elementary School Sites
32. FUSD, Special Education Department
33. Healthy Havenscourt Collaborative
34. Home Grown
35. Child Care Aware of America
36. Innovate Public Schools
37. Lincoln
38. Children's Service Network
39. Los Angeles Unified School District
40. Napa County Library
41. Napa Valley Community Housing
42. NWLC learning community
43. Oakland Literacy Coalition
44. OPRE Home-based Child Care Work Group
45. Tandem
46. Too Small to Fail
47. Trustline Program
48. Trybe
49. UCSF (Bobbi Rose) on the Health and Safety hubs
50. United Way of Pinal County Family, Friend, and Neighbor Program
51. United Way of Weld County, Colorado
52. Statewide R&R networks (Minnesota, Illinois, Washington, Maryland and New York, and Ohio in particular)
53. W.K. Kellogg Foundation

Appendix D: Network Maps

FFN Learning Community Network social network maps shown in this report were created on the Kumu online platform and can be accessed through an interactive interface here: https://kumu.io/Converge/family-and-friends-network#family-and-friends-network.

Drop-down menus serve as filters enabling navigation through several different views of the data based on different specialty areas, regions, sector, and/or grantee cohort. This could be useful, for example, to:

- find other groups that have a specialty in peer support groups for FFN providers;
- see the relationships within or among one or more regions;
- view only public institutions like libraries or school districts; or
- observe how the addition of each grantee cohort has expanded the web of connections in this Learning Community Network.

All of this mapping represents the network at one moment in time based on participants' self-reported characteristics and relationships. If we were to re-survey the group in the future, this tool could show how the network grows and evolves.

Resource List

Informal Child Care in California: Current Arrangements and Future Needs (2015)
https://www.packard.org/wp-content/uploads/2015/06/INFORMAL-CHILD-CARE-IN-CALIFORNIA1.pdf

Engaging Family, Friend, and Neighbor Informal Caregivers (2017)
https://www.packard.org/wp-content/uploads/2017/06/Engaging-Family-Friend-and-Neighbor-Informal-Caregivers.pdf

Innovations in Family, Friend, and Neighbor Care: Evaluation Brief (2018)
https://www.packard.org/wp-content/uploads/2019/02/InformalFFN-Care-Cohort-2-Brief.pdf

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Families, Friends, and Neighbors Learning Community Network

Network Mapping, Participation, and Development Research Summary and Recommendations

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