

## Family Service Workgroups

### Supporting Children and Families with Special Needs: Emerging Family Insights

Meeting Focus	Activities & Resources	Emerging Insights
Regional listening session feedback and short-term innovations	<ul style="list-style-type: none"> <li>• Review previous short and long-term ideas that were shared</li> <li>• Continue to identify themes that resonate and are missing, and discuss short-term ideas (emphasis on equity considerations)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of consistent funding, teacher qualifications, and services across different programs and locations (equity); this directly impacts families</li> <li>• Guidance for braiding and blending funding within ECE</li> <li>• Concern with the background check process that impacts hiring and staffing</li> <li>• Need for a professional development system that supports the diverse needs of all children and families across all ECE programs</li> <li>• Communication issues around services, eligibility, rights, and transitions</li> <li>• Focus on the entire system (EI-ECSE-K-12)</li> </ul>

### Supporting Multilingual Learners: Emerging Family Insights

Meeting Focus	Activities & Resources	Emerging Insights
Regional listening session feedback and short-term innovations	<ul style="list-style-type: none"> <li>• Review previous short and long-term ideas that were shared</li> <li>• Continue to identify themes that resonate and are missing, and discuss short-term ideas (emphasis on equity considerations)</li> </ul>	<ul style="list-style-type: none"> <li>• Support for undocumented and vulnerable families particularly around civil rights</li> <li>• Underutilization of services by Latino community due to the lack of information and trust</li> <li>• Solutions to address problems with federal funding and school-based programs (e.g., Title III)</li> <li>• Difficulty recruiting diverse candidates; consider high school pathway for educators and the role of higher education</li> </ul>

January IDEC Transition Workgroup Insights

		<ul style="list-style-type: none"><li>• Wondering how recent concerns with DEI will affect educator/practitioner/provider pipeline</li><li>• Interest in ways to blend and braid funding and partnering with other programs (e.g., Head Start) to provide wrap-around support</li><li>• Transition concerns, particularly going into kindergarten</li><li>• Underutilization of family, friend and neighbor (FFN) care</li><li>• Consider how to support FFN care and parent mentors</li></ul>
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## Support Workgroups

### Funding Design: Emerging Insights

Meeting Focus	Activities & Resources	Emerging Insights
<p>Provider perspectives on funding design</p>	<ul style="list-style-type: none"> <li>• A panel of ECEC providers including school districts offering pre-K, for-profit and non-profit child care centers, Head Start and ECBG-funded programs, and a family child care provider shared their experience accessing funding and highlighted challenges that impact how they serve children and families in their communities.</li> <li>• Workgroup members reflected on the panel to identify what is working in the current system and areas for the funding design workgroup to focus on moving forward.</li> </ul>	<ul style="list-style-type: none"> <li>• The current structure creates an environment of competition, rather than collaboration, across child care programs. Different providers have unique strengths, and more collaboration would facilitate better access for children and families.</li> <li>• Administrative burden related to applying for and maintaining multiple funding streams is prohibitive for smaller programs and family child care providers to access funds that would allow them to provide more wrap-around support and improve quality.</li> <li>• Children with special needs over the age of three who must access services in a public preschool setting may not be able to access a full day of care through the public school program, requiring mid-day transportation and transitions.</li> <li>• Providers are eager for more consistency and stability in funding to allow them to plan and better support their staff to provide more consistency for families.</li> <li>• Funding needs to match expectations for funding, and consistent funding is needed adequately compensate early childhood professionals.</li> </ul>

### Data, Analytics, and Insights: Emerging Insights

Meeting Focus	Activities & Resources	Emerging Insights
<p>Beginning to Prioritize what could be “Day 1 Metrics” for new agency</p>	<p><a href="#">Child Trends Data Framework</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Padlet Feedback form</a></li> </ul>	<p>Sampling of emerging questions:</p> <ul style="list-style-type: none"> <li>• Does the existing supply meet the needs of families from priority populations?</li> <li>• Are children from priority populations enrolled proportionate to, less than or higher than their representation in the community?</li> <li>• Do workforce members receive training in supporting the needs of children from priority populations and families?</li> <li>• Do children from priority populations have access to the developmental supports they need?</li> <li>• Are children from priority populations reaching developmental milestones when transitioning to kindergarten?</li> <li>• Are there funding mechanisms to support equitable experiences for children and families?</li> </ul>
<p>Sharing this opportunity to prioritize Day 1 metrics with other stakeholder audiences</p>	<p>TBD Survey / Focus Groups Discussions / Stakeholder Interviews</p>	<p>Other Audiences include:</p> <ul style="list-style-type: none"> <li>• Transition Advisory Committee (TAC)</li> <li>• Supporting Multilingual Learners Workgroup</li> <li>• Supporting Children with Special Needs Workgroup</li> <li>• Agency leadership</li> <li>• Other collaboratives / networks—<i>suggestions welcome!</i></li> </ul>