

Facilitating Comprehensive Services and Supports in Family Child Care

TOOL KIT FOR HOME BASED
CHILD CARE (HBCC) NETWORKS • FEBRUARY 2025

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INTRODUCTION

This tool kit is intended to help home-based child care (HBCC) networks plan, develop, and execute a Community Advisory Board (CAB), an approach informed by community-based participatory research methodology. Materials presented here are drawn from the Facilitating Comprehensive Services and Supports in Family Child Care Project (CSS), which aimed to understand how families and children in family child care programs find out about and use supports and resources, including those that address their health, mental health, financial stability, and social-emotional well-being. The project also examined the role of family child care networks in facilitating access to resources and highlighted the role that family child care educators play in helping families and children thrive.

The tool kit is divided into two parts: “CABs for Social Change in the HBCC Sector — Why a CAB?” which gives some general background information on CABs with HBCC-targeted examples to get you started; and “Understanding Comprehensive Services and Supports in HBCC Network Communities,” which includes specific protocol examples from the CSS project.

PART 1: CABS FOR SOCIAL CHANGE IN THE HBCC SECTOR — WHY A CAB?

A CAB is an approach to project-based community engagement in which **community members who share an identity, geography, history, language, culture, or other characteristic or experience convene to contribute community voice to an initiative, program, policy, or project** (Arnos et al., 2021).

CABs can be convened with a specific purpose in mind or for more general reasons, for example:

- To understand the strengths, needs, and interests of families who use HBCC
- To understand how families who use HBCC access services and supports for their children
- To advise an HBCC network on the supports educators want or need
- To change a law or policy related to how HBCC is implemented in a local community
- To begin with one of these purposes, but ultimately grow into other areas

CABs can be convened for defined periods of time (e.g., a one-year deep dive) or indefinitely (e.g., over multiple years) and can meet at different frequencies (e.g., monthly, quarterly, annually).



For CABs with a specific purpose or time period, it can be helpful to structure meetings into phases (e.g., with three to four monthly meetings in each phase for a yearlong project), with flexibility to allow some phases to take longer than others, as needed).

When thinking about implementing a CAB approach, it is important to think about What, Who, and How you will engage community members (see Planning Tool on the next page). Arnos and colleagues (2021) also offer seven key considerations for forming a project-based CAB:

1. Objectives
2. CAB readiness
3. Research and program design
4. Membership composition
5. Membership recruitment
6. CAB formation and operations
7. Membership engagement

COMMUNITY ADVISORY BOARDS FOR SOCIAL CHANGE IN THE HBCC SECTOR: PLANNING TOOL

WHAT?

What are the hopes and dreams as well as concerns of the community?

What are the pressing needs in your home-based child care community?

What contextual, historical, structural, and/or cultural inequities might a CAB address?

WHO?

Who should we bring together to be part of the CAB? (*e.g., community organizations, child care providers, parents, other community members relevant to the WHAT*)

What will the composition of CAB members offer?

- Cultural insight (*race/ethnicity, gender, age, geography, etc.*)
- Technical expertise
- Access
- Leadership

What is the project team leadership's positionality?

What sociohistorical power dynamics are brought to the collaboration?

Why are they the ones to do this work (or not the ones)?

What experiences, skills, or voices are missing from the project that a CAB would fulfill? Do members need to have experience with the topic?

How will the project team ensure the CAB represents the broader community (*not just conventional leaders and most vocal community members*)?

HOW?

What supports are in place for the formation and implementation of the CAB? (*e.g., staff time, incentives, compensation, travel, etc.*)?

What are the working norms? What do the facilitators commit to? What are the CAB member expectations?

What activities might the CAB do as part of the project, including what data and stories might need to be collected to address the WHAT? How will CAB members support the activities of the project?

How could the CAB support other initiatives or community priorities?

RESOURCES ON CABS & PARTICIPATORY RESEARCH

- Arnos, D., Kroll, E., Jaromin, E., Daly, H., & Falkenburger, E. (2021). *Tools and resources for project-based community advisory boards: Community voice and power sharing guidebook*. Urban Institute. <https://www.urban.org/research/publication/tools-and-resources-project-based-community-advisory-boards>
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- Vesely, C.K., Letiecq, B.L., Goodman, R.D., Marquez, M., Lazo, W., & Martinez, R. (2019). What does this mean to you?: Collaborative data analysis in partnership with *Amigas de la Comunidad*. In Eds. A. Humble and E. Radina (Eds.), *How qualitative data analysis happens: Moving beyond “themes emerged”*. Taylor & Francis. <https://doi.org/10.4324/9781315171647-8>

COMMUNITY ADVISORY BOARD FACILITATION TIPS



CAB Community Ownership

- To the extent possible and practical, co-create the content and structure of the CAB and its meetings around community goals (e.g., what members want to learn, do, change, or develop skills in).
- Develop plans for the next meeting collaboratively at the end of a meeting, share agenda shells in advance, and invite CAB members to add to them.
- Assess CAB members' comfort level in discussing data. Many members may feel less confident with numbers but are more comfortable and effective when sharing personal experiences. Engaging with CAB members in advance to address any questions or concerns can help build their confidence in voicing opinions when working with datasets.
- Ensure that CAB members are involved in the development of review of all elements of the CAB's work and any associated products or outputs.
- Especially if longevity is a goal of the group, build in facilitation skills training for members, for example having designated members be responsible for certain tasks during meetings (taking notes, tracking action items or agendas for future meetings, sending out minutes, etc.).
- Provide documentation of CAB participation as helpful to community members, for example through certificates of completion, letters of participation, invoices, or other means, particularly if meetings can confer professional development hours, CEUs, or other benefits.

CAB Community Building

- Focus the first few meetings on getting to know one another, learning about one another's strengths, interests, why they joined the CAB, and what they want to learn and do as part of the CAB work.
- During the first few meetings, develop shared goals for the content of the work and working agreements for the process of spending time together (see [CAB Facilitation Tools]).
- Begin CAB meetings with community building activities, such as:
 - Informal opportunities for venting or sharing about members' days or weeks.
 - Semi-structured ice breaker activities (our favorite is rose/thorn/bud, see below).
 - Community resource sharing and updates (e.g., members share about community events, available resources, or other updates relevant to the work of the group).

CAB Logistics

- Schedule meetings around members' schedules
- Compensate CAB members for their time
- Facilitate CAB meetings in participants' languages, including simultaneous translation or other accommodations, as needed
- Record and/or transcribe meetings with CAB member consent for recordkeeping
- Sample meeting structure (90-minute meeting):
 - Arrivals (10 minutes)
 - Community builders (20 minutes)
 - Last meeting reflections and updates (10 minutes)
 - Meeting content (40 minutes)
 - Action items and next meeting planning (10 minutes)

CAB Facilitation Tools

- Group collaboration/brainstorming tools
- Zoom whiteboard
- [Padlet](#)
- Games, polls, and activities
- [Kahoot!](#) (free trial)
- [Poll-maker.com](#)
- Zoom polls
- [Monday](#) virtual team building
- [Mentimeter](#) (polls, wordclouds)
- Graphics, etc.
- [Piktochart](#)
- [Canva](#)

SAMPLE COMMUNITY ADVISORY BOARD SHARED GOALS & COMMITMENTS

The *[Network Name/Project]*'s Community Advisory Board (CAB) will work together to create, learn, and take action to help children in *[name of community]* thrive.

Our working goals:

- **To advocate for children, families, and child care providers**
- **To promote healthy child development**, for example:
 - » Identify and create safe, natural spaces for children where they can play, be outside, have new experiences, interact with children from other neighborhoods, be healthy, and have fun
 - » Make sure children can get the health care they need (eye doctor, dentist, doctor)
- **To support families' mental health and well-being**, for example:
 - » Create family support groups in neighborhoods
 - » Identify ways to access free therapy that doesn't require insurance
 - » Identify best practices for supporting children and families facing substance use challenges
- **To bring children, families, and other providers together within and across neighborhoods in *[name of community]***

The *[Institution/Organization]* team commits to:

- Coordinating meetings, sharing information, and communicating with CAB members individually and collectively
- Listening to and learning from you as the experts of your community
- Ensuring that everyone's voices and stories are heard
- Respecting your time (during and between meetings) and ensuring that you are compensated in a timely manner
- Keeping our work together moving toward our shared goals
- Protecting your privacy and confidentiality as much as possible

As a CAB member, I commit to:

- Attend monthly meetings and let someone know if I can't make it
- As much as possible, commit to membership until the project ends
- Review materials sent out before meetings
- Share my stories, experiences, and thoughts about all aspects of the research project
- Listen to and respect the perspectives of other CAB members
- Protect the privacy of other CAB members and our community

Signed by:

[Facilitator Name, Institution]

[Date]


YOUR NAME _____

DATE _____

SAMPLE CAB MEETING SLIDE DECKS

Erikson Institute

Welcome to the
**Community
Supports in Family
Child Care Project
Advisory Group!**



Meeting #1

1

Today's Goals

01
GET TO KNOW EACH OTHER, BEGIN TO BUILD COMMUNITY

02
DEFINE THE PURPOSE OF OUR WORK TOGETHER

03
DEVELOP SHARED AGREEMENTS FOR WORKING TOGETHER

Erikson Institute

2

Today's Agenda



Welcome and agenda review (5 mins) Introductions (30 mins) Creating our shared goals (20 mins) Commitments and agreements (20 mins) Wrap up (5 mins)

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Let's share:

- Your name
- Where you live (neighborhood, community)
- Your favorite thing(s) to do with your kids or grandkids
- What drew you to this space

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About this project

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About this project

Families' health, mental health, financial stability, & social well-being is important to child development

- With your guidance, we want to find out:
 - How do family childcare educators help children & families use community services and supports?
 - How do families experience these supports? What is working well & how can the community better support children and families?

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About this project

You are the experts on your community! We are here to learn from and with you as our partners in the work.

- We hope to do this by:
 - Engaging in ethical research practices
 - Designing all parts of the research process with you
 - Prioritizing community action over gaining knowledge
 - Listening to, learning from and respecting each other
 - Paying attention to how social inequalities/contexts affect our work

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About this project

- Three parts of our work:
 - Creating (May-September)
 - Learning (October-January)
 - Action (February-June)

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SAMPLE CAB MEETING SLIDE DECKS CONTINUED

Creating Phase: Proposed Topics

Month	Topic(s) – <i>What we will discuss during the meeting</i>	Product – <i>What I will share with for feedback after the meeting</i>
May	<ul style="list-style-type: none"> • Introductions • Shared goals • Working agreements 	<ul style="list-style-type: none"> • CAB goals and agreements (one-page)
June	<ul style="list-style-type: none"> • Redefining comprehensive community services & supports 	<ul style="list-style-type: none"> • Community definitions (a few sentences and/or images)
July	<ul style="list-style-type: none"> • Community resources, assets, barriers, needs 	<ul style="list-style-type: none"> • Community map (one-page)
August	<ul style="list-style-type: none"> • Redesigning research questions & design • Recruitment & engagement ideas 	<ul style="list-style-type: none"> • Revised research overview (one-page) • Recruitment materials
Sept.	<ul style="list-style-type: none"> • Practice & revise interview questions 	<ul style="list-style-type: none"> • Revised interview questions

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About this project

Here's how we're thinking about the CAB process...

- We will share the agenda before every meeting for your additions/feedback
- We will meet once a month to design this project together
- We will follow-up after each meeting with a summary of our conversations for your feedback/questions
- You will get a \$60 gift card after every meeting
- We will develop any public-facing materials together
- You can always email or text me with questions or feedback!

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About this project

A few questions about the process...

- Where would you like to receive your gift cards from?
 - Target
 - Amazon
 - Walgreens
 - Other?
- What kinds of group communication would work best for you?
 - Group text or WhatsApp
 - Email thread
 - Facebook group

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CAB Consent

- We hope to record all our meetings so we can accurately capture and refer to your guidance and feedback
- You can ask me to pause the recording at any time
- Everything you say here is confidential
- Information from these meetings (notes, quotes, documents) may be used for research purposes
- We will always ask for your review and permission before sharing anything outside this group

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Activity: Our Shared Goals

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Activity: Our Shared Goals

Click on the link in the chat box!

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On as many “sticky notes” as you need, please share:

- What are your hopes and dreams for children in Chicago (and/or in your specific neighborhood)?

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Our Shared Commitments

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SAMPLE CAB MEETING SLIDE DECKS CONTINUED

As researchers, we commit to...

- Listening to and learning from you as the experts of your community
- Ensuring that everyone's voices and stories are heard
- Respecting your time (during and in between meetings)
- Keeping our work together moving toward our shared goals
- Protecting your privacy and confidentiality as much as possible

What else? Add a sticky!

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As our research partners, you agree to...

- Attend monthly meetings, and let the facilitator know if you can't make it
- As much as possible, commit to membership until the project ends
- Review materials sent out before meetings whenever you can
- Share your thoughts about all aspects of the research project
- Listen to and respect each other's perspectives
- Protect the privacy of other CAB members and your community

What else? Add a sticky!

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Let's recap! Today we...

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Let's recap! Today we...

What questions do you have right now?

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Preview of next meeting – Anything to add?

- Monday June 13th OR 27th? 6-7:30pm?
- Welcome and agenda review (5 mins)
- Check-ins (10 mins)
- Reflections from last meeting (20 mins)
- Defining "comprehensive services and supports" (35 mins)
 - Please bring a story to the next meeting about a time when you as a parent accessed health, mental health, economic well-being, social or emotional supports for yourself or your child through your family child care program or the Carole Robertson Center of Early Learning; or you as a provider helped families access these supports.
- Wrap up (5 mins)

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Next steps

- Within two weeks, I will follow up with...
 - Gift card for first meeting (ASAP, may not come from me!)
 - A link to some paperwork (can be completed on phone or tablet):
 - Our shared goals and agreements based on today's conversation – *please add, expand, share your thoughts, ask questions!*
 - A consent form about recording our meetings for the research project
 - Next meeting's agenda to add to
 - A link to shared folder with all materials with instructions

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Reach out!

- Please feel free to email or text me any time to share any feedback or ask any questions about this process!

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Thank you so much for being here!

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SAMPLE CAB MEETING SLIDE DECKS CONTINUED

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Welcome to the Community Supports in Family Child Care Project Advisory Group!

Meeting #2



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Today's Goals

01 CONTINUE TO GET TO KNOW EACH OTHER

02 DEFINE WHAT "COMPREHENSIVE COMMUNITY SERVICES AND SUPPORTS" MEANS FOR US

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Today's Agenda

Welcome & agenda review (5 mins)

Check-ins (10 mins)

Reflections from last meeting (10 mins)

Defining comprehensive community services & supports (45 mins)

Communications logistics (5 mins)

Wrap up (5 mins)

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Rose/Thorn/Bud

ROSE Success

THORN Challenge


BUD Potential

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Reflections from Last Meeting



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Our Commitments

Listen to & learn from each other

Respect each other's perspectives, time, & privacy

Move toward our shared goals

Ask to pause recording any time

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Our Working Goals

- To advocate for children, families, & child care providers
- To promote healthy child development, for example:
 - Identify and create safe, natural spaces for children where they can play, be outside, have new experiences, interact with children from other neighborhoods, be healthy, and have fun.
 - Make sure children can get the health care they need (eye doctor, dentist, doctor).
- To support families' mental health and well-being, for example:
 - Create family support groups in neighborhoods
 - Identify ways to access to free therapy that doesn't require insurance
 - Identify best practices for supporting children and families facing substance use challenges
- To bring children, families, and other providers together within and across neighborhoods in the Chicago community

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Story Time!

Talk about a time when you or someone you know needed a support for health, mental health, or well-being.

Where did you look in your community to find support? Who helped you identify where to go? What could have made the process better for you?

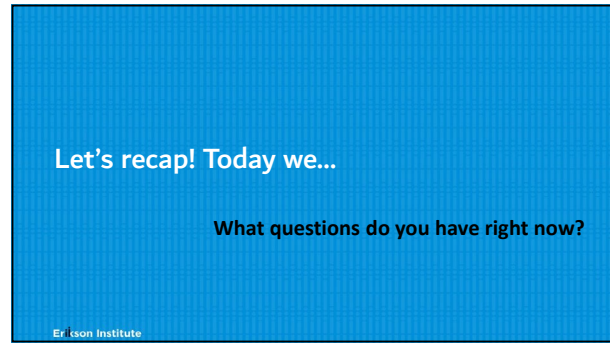
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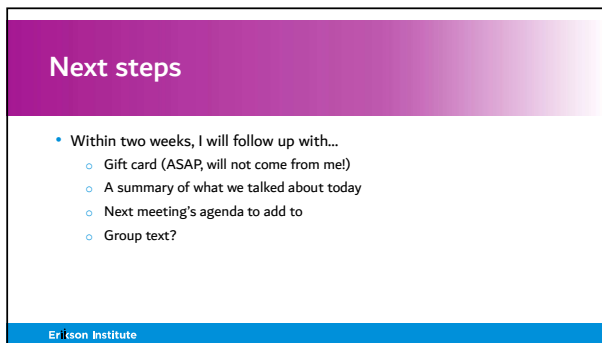
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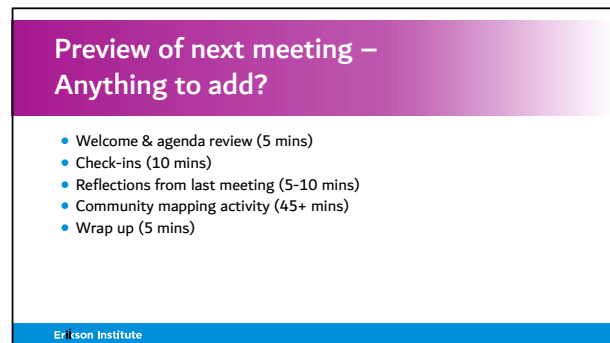
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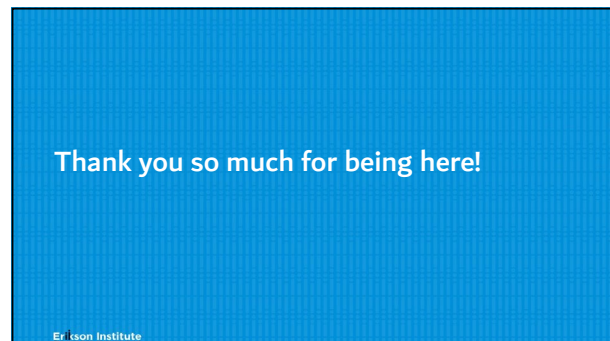
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PART 2: UNDERSTANDING COMPREHENSIVE SERVICES AND SUPPORTS IN HBCC NETWORK COMMUNITIES

COMPREHENSIVE SERVICES AND SUPPORTS

Comprehensive services and supports (CSS) are formal and informal services that support whole-child and whole family outcomes, including but not limited to:¹

CSS FOR YOUNG CHILDREN (PRENATAL TO AGE 5)

- Health and developmental screenings
- Preventative health care and nutrition support
- Access to diapers, wipes, and formula at home
- Early intervention services for children with disabilities and developmental delays
- Parenting education to support child development and well-being

Parent Survey: Community Help for Families and Children Encuesta para padres sobre la ayuda comunitaria para familias y niños

1. What types of help from your community have you received? Please tell us the name of any organization that you have found helpful.
¿Qué tipo de ayuda ha recibido de su comunidad? Por favor díganos el nombre de cualquier organización que haya encontrado útil.
2. What help or support do you need that you do not currently have in your community?
¿Qué ayuda o apoyo necesita que actualmente no tiene en su comunidad?
3. What is hard about finding the help and support you need in your community for yourself and your children?
¿Qué es lo difícil de encontrar la ayuda y el apoyo que necesita en su comunidad para usted y sus hijos?
4. Which of the following do you think would be the best way to get information from parents about the types of help they want?
 survey
 Zoom focus group or group discussion
 one-to-one telephone interview
 small group telephone interview

¿Cuál de las siguientes respuestas cree usted que sería la mejor manera de obtener información de padres sobre el tipo de ayuda que quieren?
 Una encuesta
 Un grupo de enfoque de Zoom o una discusión grupal
 Una entrevista telefónica uno a uno
 Una entrevista telefónica en un grupo pequeño

FCC EDUCATOR COMPREHENSIVE SERVICES AND SUPPORTS REFLECTION GUIDE

What are some examples of the ways you already go above and beyond to support children and their families in your program?

(This can include things like helping identify children’s early intervention needs and services, hosting events that welcome and support families, and resources and information you provide to families)

What are some new things you want to try doing to support children and their families?

What could you ask your network for support with? (For example, could it offer a training for educators or parents, help cover the costs of family engagement activities, or gather information about resources or referrals to share with parents?)

Have you ever experienced a family member “taking advantage” of the supports that you provide? What are some ways you can practice holding your boundaries?

ADDITIONAL RESOURCES AVAILABLE ON REQUEST

To request any of the following, please email hbccprojects@erikson.edu.

- Data collection protocol: family member survey
- Data collection protocol: educator focus group and survey
- Data collection protocol: staff survey
- Focus group co-facilitation and research ethics training

ACKNOWLEDGMENT

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