

Family Support and Literacy Advisory Committee

Survey Results: Family Support & Literacy Indicators

FTF FAMILY SUPPORT AND LITERACY ROLE 1: Information and Education for Families - Convene partners, provide leadership, and provide funding for the development and coordinated dissemination of high quality, diverse, and relevant information and education on the importance of the early years, child development, health, early education, and related resources for families, providers, partners, and the public.

GOALS

Goal a: To increase families' belief that accessing information, resources supports or services is a regular part of raising young children.

Goal b: To increase access to timely, culturally responsive and accurate information regarding early childhood development, early care & education and developmentally appropriate parenting.

PROPOSED INDICATORS

How Much:

- # of families seeking information about service and supports in their community

How Well:

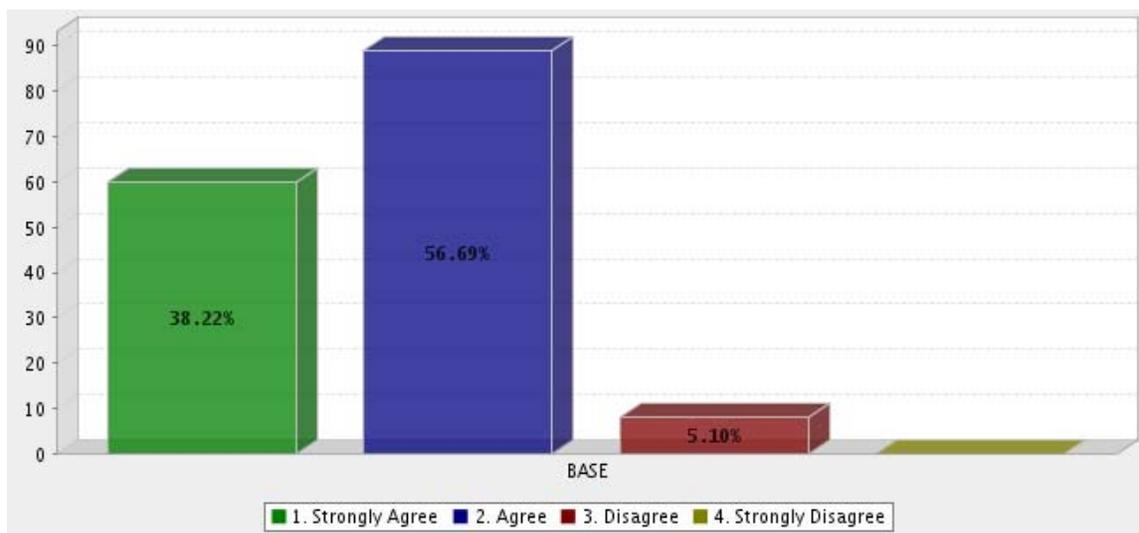
- % of families who report they are comfortable accessing information, resources and supports
- % of families who report that they receive information about services and supports in their community
- % of families that report receiving helpful information about early childhood development
- # / % of parents and relative caregivers who report receiving information about the availability of services and the referral process.

Is Anyone Better Off: N/A

System Development: N/A

FTF Family Support and Literacy Role 1: How much do you agree that the proposed set of indicators are the right measures for this role?

94.91% Agree or Strongly Agree



FTF Family Support and Literacy Role 1:

Are there any indicators missing or any that need to be deleted? Please add additional comments if desired:

1. "how much" indicator does not seem to makes much sense -
2. "Is Anyone Better Off: and System Development:" were both left blank. I cannot adequately asses whether or not they are the right measures. There is no way to see if there is any improvement.
3. #/% of families who actually utilize services they have receivd information about.
4. #/% of families who report they are now connected to needed services and supports in their community
5. For anyone better off: May want to add measure on #/% of families with young children who are concerned about their child's behavior who have sought help (data from Arizona Health Survey)
6. For either anyone better off or system development: % of families that can report a location in community or place they can access for information
7. How about something related to the ways in which people can access information, e.g., radio (PSA's), library, TV, schools, etc. other than the actual service provider?
8. how are you going to collect this data, many of our families do not read well and do not know how to complete surveys.
9. How willl this be measured? What about reaching under-served uber-rural populations?
10. How would this be measured? I'm not sure the goal makes sense. It assumes that we know something about parent's "beliefs" about information. I'm just not sure we know enough about how to do this. Maybe a simpler measure would work better--to increase the number of families or caregivers that seek information and supports to help them increase their ability to successfully guide and raise young children.
11. Is anyone better off: This category is blank; however, it seems like it overlaps with previous categories (e.g., How many children diagnosed with delay and are now receiving treatment?; How many children were able to go to the doctor and receive care?) System development: Building awareness and providing services for families.
12. Is anyone better off? Under How Well, the first bullet - should it be comfortable accessing or "can easily access" Comfort and accessibility are not always the same.
13. looks good
14. Need to find a way that encourages people to report.
15. not sure how How Much # families will be measured. How will this indicator be meaningful? In general, it's hard to know how the information will change behavior.
16. not sure this whole indicator that important to look at
17. Recommend that the survey or tool to report "satisfaction" be easy to read and understand. On reservation communities many residents do not have telephone or email so another mechanism will have to be developed for these rural areas.
18. System development=in each geographic area developing a flow chart of referral process from doctors to school systems or AZEIP so that all professionals are on the same page.
19. The indicators under How Well appear too repetitive or overlap, three "access" and one "receive" indicators - review and revise.

20. The last indicator of "How Well" is not necessary because it duplicates the "How Much" indicator.

21. There is an issue about those families who can access all this that do not have transportation. I don't know if it belongs in this section. But it is a serious barrier

22. To be continued?

23. We need to add to How Much...# of families that visit Community libraries # of families that believe reading to their children at an early age is important.

24. would prefer measures beyond "families report" how about families read, families access books (library or store or borrow) . how about parents understand/have competence in topics of brain development, nutrition, literacy, and children's growth and development (physical and ages and stages) goal b is not well represented here

FTF FAMILY SUPPORT AND LITERACY ROLE 2: Supports and Services for Families - Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.

GOALS

- Goal a: To increase the availability of high quality family support and literacy services for families with young children.
- Goal b: To increase family access and participation in high quality family support and literacy services.
- Goal c: To increase the ability of families to promote positive child development, health & literacy outcomes for their children.
- Goal d: To continuously improve the quality of family support and literacy services.
- Goal e: To expand the use of evidence based practice in the early childhood family support and literacy service system.
- Goal f: To increase coordination of planning, developing, funding and delivering family support and literacy services to best meet the needs and preferences of families and to leverage available resources.
- Goal g: To increase the number of family members who are actively participating in the development of the system of family support and literacy services.

PROPOSED INDICATORS

How Much:

- # of family support and literacy programs serving families of children birth through five
- Capacity to serve = # of families served vs. # of vacancies in family support and literacy programs serving families of children birth through age five
- e.g. 100 families served vs. 0 vacancies
- # of children/families referred to family support and / or literacy programs
- # of children/families who are participating in family support programs and/or literacy programs
- # of families who report receiving information about the availability of services and the referral process
- # of parent initiated referrals for developmental screenings and services
- # of Birth to 5 parenting educational opportunities that are evidence-based.
- # of family support and literacy programs that are accredited and/or evidence-based
- # of family support and literacy programs that provide training and compensation to support family members to actively participate in systems planning efforts
- # of opportunities provided for family participation
- # of families actively participating in systems planning efforts (councils, task forces, focus groups, etc.)

How Well:

- % of children birth to five screened for developmental delays
- % of children birth to five screened for vision and hearing delays
- % of families referred who are participating in family support and/ or literacy programs
- % of families who report barriers to accessing family support or literacy services
- % of families who report their family support and literacy needs are met
- % of self-referral to family support and literacy services
- % of families that report they understand basic health information and services needed to make appropriate health decisions
- % of programs who demonstrate fidelity to the evidence based model they are providing
- % of birth to 5 parenting educational opportunities that are evidence-based.
- % of family support and literacy programs that are accredited and/or evidence-based

Is Anyone Better Off

- % of children with newly identified developmental delays at kindergarten entrance

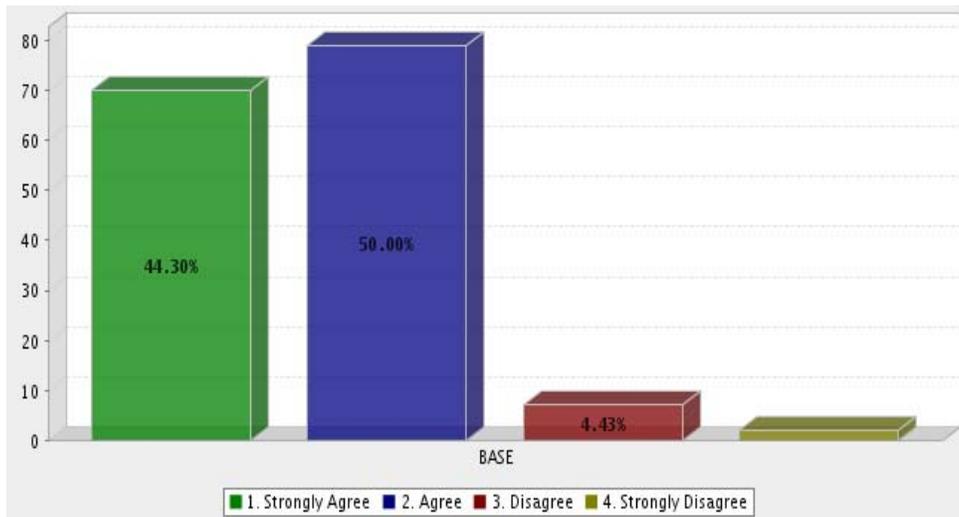
- % of families who report they are competent and confident about their ability to support their child’s safety, health and well being
- % of families who report a literacy rich home environment (composite measure)
- % of families with children birth through age five who report reading to their children daily
- % of families with children birth through age five who report story telling or singing to their children daily (check with Amy for language)
- % of children who enter kindergarten who are demonstrating age appropriate social emotional development
- % of children who enter kindergarten demonstrating age appropriate competencies in language and literacy, cognitive, motor and physical development
- % of children reading at grade level by 3rd grade

System Development:

- % of parent education, family support and literacy programs that are evidence based
- Capacity to serve = # of families served vs. # of vacancies in family support and literacy programs serving families of children birth through age five e.g. 100 families served vs. 0 vacancies
- %/# of system partners who report a positive change in the development, coordination, and delivery of family services
- %/# of system partners leveraging resources

FTF Family Support and Literacy Role 2: How much do you agree that the proposed set of indicators are the right measures for this role?

94.3% agree or agree strongly.



FTF Family Support and Literacy Role 2:

Are there any indicators missing or any that need to be deleted? Please add additional comments if desired:

1. Add % of children with appropriate and timely well child checks and immunizations.
2. All services should be link in one system.
3. For "Is Anyone Better Off" - perhaps include: % of families actively participating in systems planning efforts (councils, task forces, focus groups, etc.) (% of total number people participating in systems planning efforts)
4. How do you determine the number of vacancies and are some vacancies necessarily bad?
5. I agree, but there is a big error in the wording re: when a child should be able to read at grade level - % of children reading at grade level by 3rd grade It should be reading at grade level BY THE END of 3rd grade. Left the way it is on the survey, the child would have to be reading at grade level when exiting 2nd grade. It would be great if that were the case. Formal assessments usually don't start until 3rd grade.
6. I don't know that "programs" are as important as each family's awareness and practice of
7. I have some concerns with how heavily we're relying on self report here.
8. if children go for well child checks they are screened for delays, hearing and vision. reimburse doctors for have interpreter/translators in office so easier to communicate and determine subtle problems. Or pay for equipment in doctors office to screen (hearing /vision) younger children without needing a specialty referral.
9. I'm not sure I see the direct correlation between pre-kindergarten literacy and reading at 3rd grade when some children attend half day kindergarten and some full day kindergarten. Certainly early literacy is critical but I don't think you can make that direct link.
10. I'm not too comfortable with utilizing the word "competent" within the Is Anyone Better Off area. I don't feel this is a best practice term to ask our low-income, at-risk families especially in traditional tribal communities. I don't feel the % of children reading at grade level by 3rd grade within the Anyone Better Off area is a realistic indicator. FTF may not reach an entire grade level population within specific regional strategies, how will we justify if the % that is at or possibly below this level, is due to FTF? I do not believe all regional strategies across all the diverse 31 FTF regions within the FS&L area can realistically meet ALL these indicators.
11. It should be mandatory for parent(s) involvement in program
12. looks good
13. Pediatricians also play an important part in developmental screenings. Some children may never attend a preschool program however may be seen by a pediatrician. Is FTF addressing this and how?
14. Some seem indirectly related to literacy goals per se and may show change because of other factors.
15. Someone sure went overboard on the goals that necessitated so many indicators.
16. The trend toward "evidence based" family support programs is wonderful, but it is important that there are many programs which have diverse research and evidence of success. Just selecting and/or funding 2 or 3 of those programs could reduce the reach of family support in the community and overlooks the reality that there are many different family support programs. Please consider carefully in maintaining the variety and support to develop additional programs.
17. The use of the term literacy has always been confusing - and I don't think that the general public understands the meaning except in its most traditional sense. Is there a way to define it using more easily understandable terms?

18. There are so many indicators and goals, I can't even figure out how to evaluate them. It seems like both the goals and the indicators need another round of refining. Several of the goals seem like just finer points of an overarching goal. Two or three goals would be enough. Several of the indicators are really just program outputs, not really indicators of change in parents ability to raise a child.

19. These are great indicators but it seems that the measurement of such will be quite a big endeavor!

20. This can be left to the educational systems. FTF can't do everything.

21. This goal has too much going on and appears to have a strong focus on at-risk families, which leads the reader to believe that typical families that may want some general information are not included. Omit Goal D. Combine A and B to read 'availability and access" The social emotional indicator is repeated elsewhere in this document - streamline into one area.

22. to address health outcomes-include immunizations/well child exams

23. Too many indicators. Many are repeated in "How Much" and "How Well". Very sloppy.

24. Transportation to access these services will be a significant factor in rural and reservation communities.

25. Way too much in this one!

26. Where appropriate, use the wording "Prenatal" to age five. Parents can start reading to the baby BEFORE it is born which connects brain wires.

27. Why not add CPS referrals?

FTF FAMILY SUPPORT AND LITERACY ROLE 3: Specialized Training for Family Support Providers - Collaborate with partners to provide funding and implement strategies for increasing the number of family support providers who have knowledge and skills required to work with young children and their families.

GOALS•

Goal a. To establish a professional development system for family support and literacy providers.

PROPOSED INDICATORS

How Much:

- # of professional development opportunities offered specific to family support and literacy services
- # of family support and literacy providers participating in ongoing professional development and assistance including development of core competencies in early childhood development.

How Well: N/A

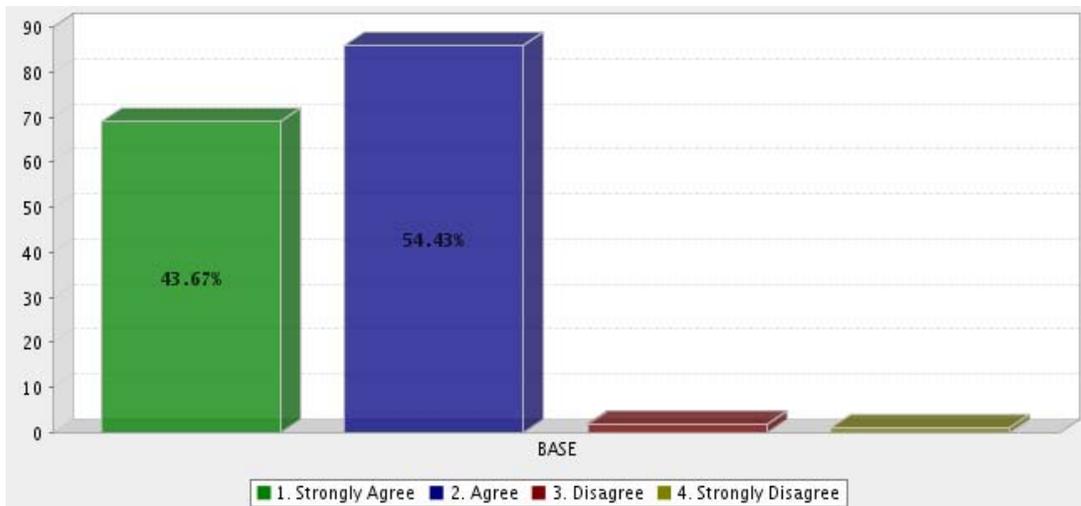
Is Anyone Better Off: N/A

System Development:

- # of partner agencies collaborating in the coordination of a family support and literacy professional development system
- #/% of shared funding to support a family support and literacy professional development system
- # of cross-agency family support and literacy providers participating in related professional development opportunities

FTF Family Support and Literacy Role 3: How much do you agree that the proposed set of indicators are the right measures for this role?

98.1% Agree or Strongly Agree



FTF Family Support and Literacy Role 3:

Are there any indicators missing or any that need to be deleted? Please add additional comments if desired:

1. # and % of family support providers who meet the FTF minimum qualifications for their position.
2. how do pediatricians fit into the scope of the work for dev. screenings?
3. How Much 2nd bullet: core competencies in early childhood development-seems there would be other core competencies, family safety, etc.
4. I don't understand what this will do, so can't comment on indicators.
5. If all of these positions were filled, there wouldn't be any unemployment in Arizona.
6. It is a worthy idea to have a PD system for literacy and family support providers. A National Academy of Sciences report, "Preventing Reading Difficulties in Young Children," found that the majority of reading specialists across the US do not have more than 1 or 2 courses in reading. This area definitely has policy implications, i.e., partnering with ADE's staff in ECE and adult and vocational ed.
7. looks good
8. Professional development is often overlooked. Kudos for identifying this as an important element of providing high quality service to families and strengthening family support programs. Hopefully, this will inspire more professional development opportunities and provide "providers" with current best practices in home visiting/literacy strategies.
9. Setup and measure success of programs where services for preschool and family support and literacy are provided by the same provider.
10. So why aren't those of us with FTF grant reporting on our collaboration activities every month along with our child/family data?
11. teach health in school
12. There are some strong, evidenced based and nationally recognized family support and literacy programs currently available in the state and I am wondering if resources should be directed elsewhere during the initial planning being done at this time. This feels like a second priority type of goal.
13. While I think professional development is important, many family support specialists do have degrees in social work or family studies. I think we need to talk about what access to professional development for these workers should look like. Is there a degree pathway that is preferred? Are we concerned that many of these workers don't have significant knowledge about early childhood education? I think a better "needs assessment" should be done for this before deciding what the indicators should be. Just having more PD opportunities does not necessarily equate to better practice unless it is very intentional and addresses gaps in the system.
14. Wording should be changed from "shared funding" to "shared resources".