

**GOAL AND INDICATOR RECOMMENDATIONS  
FAMILY SUPPORT AND LITERACY  
WORKSHEET**

ARIZONA EARLY CHILDHOOD TASK FORCE WORK WITH THE FIRST THINGS FIRST BOARD APPROVAL			RECOMMENDATIONS FROM THE FAMILY SUPPORT AND LITERACY POLICY ADVISORY COMMITTEE			
OUTCOMES	CONDITIONS	FTF ROLES	GOALS (Edit, Revise, Add or Delete)	Goals February 23	Goals Revised	SAMPLE INDICATORS
<ul style="list-style-type: none"> <li>All families have the information, services, and support they need to help their children achieve their fullest potential.</li> </ul>	<p>A. Families receive high quality, diverse, and relevant information and education on the importance of the early years, child development, health, and early education in a variety of formats and from a variety of sources</p> <p>B. Families have easy access to information on the quality and availability of programs and services.</p>	<p>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</p>	<p>a) More families who want or need assistance have access to timely and appropriate information and education to increase their competence and confidence to ensure their children enter school healthy and ready to succeed.</p> <p>b) More families have the information they need to select quality programs that meet their needs and preferences.</p>	<p>a.) Increase outreach to families by providing a universal message designed to reduce the stigma associated with asking for support.</p> <p>b.) To increase parent confidence and competency by providing access to timely, culturally responsive and accurate information regarding early childhood development, education and parenting. (Use multiple methods, venues, etc. to reach parents)</p> <p>c.) Increase the number of families who have easy access to information about services and supports in their communities.</p> <p>d.) Increase the understanding of what a quality program is by providing families with information about how to identify and access quality programs.</p>	<p>a. To reduce the stigma associated with (families or caregivers of young children?) asking for support through a universal outreach message.</p> <p>b. To provide access to timely, culturally responsive and accurate information regarding early childhood development, education and parenting.</p> <p>c. To increase the ability of families to identify and access quality family support and literacy programs by providing specific information about what a quality program consists of and where quality programs are available in their communities.</p>	<p>% / # of families accessing information about services and supports in their communities.</p> <p>% of families who report they are competent and confident about their ability to support their child's safety, health, and wellbeing.</p> <p>Parent rating of child development and parenting knowledge</p> <p># of providers of family support and literacy services that specifically provide timely, relevant information about services and supports in their communities.</p>

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			c.) Agencies and organizations working with young children and their families provide culturally responsive, accurate, and timely information in a coordinated manner to families.	e.) Increase the number of providers of family support services that have timely relevant information about services and supports in their communities.		
	C. Families have access to a variety of high quality, culturally responsive, and affordable services, supports, and community resources, which promote their child's development (physical, cognitive, speech and language, and social-emotional) and health.	<b>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.</b>	a) More families who want or need assistance have access to a continuum of services, supports, and resources in their communities across Arizona to increase their competence and confidence to ensure their children enter school healthy and ready to succeed.  a.) More families have access to the knowledge, skills, and resources to assist their children with emergent literacy and language development.	a.) Provide leadership in convening partners to assure more families have access to a continuum of high quality, affordable and culturally responsive services and supports for young children.  b.) Increase family access, receipt and benefit from culturally responsive, quality and affordable services that promote child development, health, literacy and family competence.  c.) To increase the knowledge, skills and resources available that promote child development, health, literacy and family competence.	a. To increase the availability of a continuum of high quality, affordable and culturally responsive services and supports for families with young children.  b. To increase family access and participation in a continuum of high quality, affordable and culturally responsive services and supports.  c. To increase the ability of families to optimize child development, health & literacy outcomes for their children.	Systems Indicator / Outcome  Percentage of families of children birth through age five who report they maintain language and literacy rich home environments (e.g. children hear language throughout the day, children have opportunities for listening and talking with family members, books and other literacy tools and materials are available and accessible to children)  Percentage of families with children birth through age five who report reading to their children daily in their primary language  # or % of children who enter K demonstrating age- appropriate social-emotional development

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			c.) Family services and supports that lead to effective parenting are delivered in accordance with standards of practice.	d.) Proven and promising family services and supports are delivered on an ongoing basis in accordance with FTFs identified standards of practice.	d. To increase the quality of family support and literacy services.	% of family support and literacy programs that are accredited and/or based on proven practices.
			d.) Family services and supports are planned, developed, funded, and delivered in a coordinated manner that best meets the needs and preferences of families and leverages available resources.	e.) Family services and supports are planned, developed, funded, and delivered in a coordinated manner that best meets the needs and preferences of families and leverages available resources.	e. ) To increase coordination of planning, developing, funding and delivery of family services and supports to best meet the needs and preferences of families and to leverage available resources.	Amount of funding leveraged among system partners.
			e.) More families are involved in the development and provision of family services and supports.	f.) Families are recruited and actively participate in the development and provision of family services and supports.	f.)To increase the number of family members who are actively participating in the development of the system of family support and literacy services	# of opportunities provided for family participation  # of families actively participating in systems planning efforts. ( Councils, Task Forces, Focus Groups, etc.)

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<ul style="list-style-type: none"> <li>All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience.</li> </ul>	<p>A. Family support providers have the knowledge and skills required to work with young children and their families.</p>	<p>1. 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.</p>	<p>a) More family support providers have had specialized training in working with young children and their families across Arizona.</p>	<p>a) Family Support Providers have specialized training in working with young children and their families across Arizona.</p> <p>b) A professional development system is created and inclusive of family support providers.</p> <p>c) Family Support providers have access to and obtain ongoing professional development and technical assistance.</p>	<p>a. To participate in the development of a professional development system that is inclusive of family support and literacy providers.</p> <p>b. To increase the availability throughout Arizona of specialized education and training for family support and literacy services.</p>	<p># of professional development opportunities offered specific to family support and literacy services.</p> <p># of family support and literacy providers participating in ongoing professional development and assistance.</p> <p># of speciality training sessions offered.</p> <p># of participants in specialty education and training.</p>