

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) | INDICATORS |
| <ul style="list-style-type: none"> All families have the information, services, and support they need to help their children achieve their fullest potential. | <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>c) Agencies and organizations working with young children and their families provide culturally responsive, accurate, and timely information in a coordinated manner to families.</p> | |
| | <p>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.</p> | <p>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.</p> | <p>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.</p> <p>b) More families have access to the knowledge, skills, and resources to assist their children with emergent literacy and language development.</p> <p>c) Family services and supports that lead to effective parenting are delivered in accordance with standards of practice.</p> <p>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.</p> <p>e) More families are involved in the development and provision of family services and supports.</p> | |

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| OUTCOMES | CONDITIONS | FTF ROLES | GOALS (Edit, Revise, Add or Delete) | INDICATORS |
| <ul style="list-style-type: none"> All early childhood education and health professionals are well prepared, highly skilled, and compensated commensurate with their education and experience. | <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> | |