First Things First
Family Support and Literacy
Roles, Goals and Indicators

FTF 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.

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.

How Much	How Well
# of children/families referred to family support and / or literacy programs	% of children birth to five screened for developmental or sensory delays
# of parent initiated referrals for developmental screenings and services	% of families referred who are participating in family support and/ or literacy programs
# of family support and literacy programs that provide training and compensation to support family members to actively participate in systems planning efforts	% of families who report their family support needs are met
	% of families who report their early language and literacy needs are met
	% 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 e.g. receipt or maintenance of national program model accreditation or certification
	% 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

Better Off

% of children with newly identified developmental delays during the kindergarten year

% of families who report they are competent and confident about their ability to support their child's safety, health and well being

% of children who are demonstrating school readiness at kindergarten entry in the developmental domains of social emotional, language and literacy, cognitive and physical and motor development

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

% of families actively participating in systems planning efforts (councils, task forces, focus groups, etc.) (% of total number people participating in systems planning efforts)