

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

RECOMMENDATIONS FROM THE FAMILY SUPPORT AND LITERACY POLICY ADVISORY COMMITTEE			
FTF ROLES	GOALS (Final Draft 03 16 11)	SAMPLE INDICATORS	April 27 Work Group indicators
<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. To increase families' belief that accessing information, resources supports or services is a regular part of raising young children.</p> <p>b. To increase access to timely, culturally responsive and accurate information regarding early childhood development, early care & education and developmentally appropriate parenting.</p>	<p>Samples were accepted by the Work Group</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># of providers of family support and literacy services that specifically provide timely, relevant information about services and supports in their communities.</p> <p>Parent rating of child development and parenting knowledge</p>	<p># / % of families accessing information about services and supports in their community.</p> <p>##/% of families who report they are comfortable accessing information, resources and supports.</p> <p># /% of families who report that providers of family support and literacy services specifically provide timely, relevant information about services and supports in their community</p>

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

RECOMMENDATIONS FROM THE FAMILY SUPPORT AND LITERACY POLICY ADVISORY COMMITTEE			
FTF ROLES	GOALS (Final Draft 03 16 11)	SAMPLE INDICATORS	April 27 Work Group indicators
	<p>c. Revised 4/27: To increase family knowledge and ability to access quality programs by providing specific information about what a quality family support or literacy program consists of and where quality programs are available in their communities.</p> <p>Old Goal: 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 who report that providers of service who provide information about what quality programs are and what quality programs do</p> <p># / % of families who report their family support and literacy needs are met</p> <p># / % of families who report family support and literacy referral services are effective</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. To increase the availability of a continuum of high quality family support and literacy services for families with young children.</p>		<p># / % of children with newly diagnosed developmental delays at kindergarten entrance</p> <p>#/% of children birth to five screened for developmental delays</p> <p>#/% of children birth to five screened for sensory delays</p> <p># of family support and literacy education opportunities designed to meet specific needs of children birth – age five and their families. (cultural, values, special circumstances/needs intensity level)</p> <p># of quality family support and literacy programs available. Will need to identify the baseline: where are the gaps in family support and literacy? Health Committee Gaps: Preschool special education, AzEIP capacity ,Therapists, Behavioral Health</p>

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

RECOMMENDATIONS FROM THE FAMILY SUPPORT AND LITERACY POLICY ADVISORY COMMITTEE			
FTF ROLES	GOALS (Final Draft 03 16 11)	SAMPLE INDICATORS	April 27 Work Group indicators
	b. To increase family access and participation in a continuum of high quality family support and literacy services.		<p># of children/families referred to family support and literacy programs</p> <p># of children/families referred who are participating in family support programs</p> <p># of children/families who were referred who are participating in literacy programs</p> <p># of children ages 0-5 at risk for special needs / disabilities – penetration rate; i.e. are they getting to services.</p> <p># of referrals of children ages birth to five to AzEIP, Child Find directly from their parent/ families</p> <p># of families who report they recognized their children needed developmental or sensory screening for delays</p> <p>% of families who report trying to access services</p> <p>#/% families who report they did access services</p> <p># of families who report barriers to accessing family support or literacy services</p> <ul style="list-style-type: none"> • Location – language • Affordability • Not “comfortable venues” – hours of delivery (child care) <p>% of families who report waiting lists or that they were turned away from family support and literacy programs</p> <p># of families by continuum type that report family support and literacy services are meeting their needs (Continuum Type=Universal to targeted programs, Awareness – is it comprehensive; and age continuum)</p> <p>#/% of families by reason who drop out of programs by reason for dropping out</p> <p># / % of parents who report they use the information to make informed decisions and to chose quality programs</p> <p># / % of parents, caregivers, foster parents and CPS staff who report receiving information about the availability of services and the referral process</p>

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

RECOMMENDATIONS FROM THE FAMILY SUPPORT AND LITERACY POLICY ADVISORY COMMITTEE			
FTF ROLES	GOALS (Final Draft 03 16 11)	SAMPLE INDICATORS	April 27 Work Group indicators
	<p>c. To increase the ability of families to promote positive child development, health & literacy outcomes for their children. (Possible indicators could be measuring the increase in knowledge, skills, attitudes and behavior.)</p>	<p>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)</p> <p>Percentage of families with children birth through age five who report reading to their children daily in their primary language</p>	<p># or % of children who enter kindergarten who are demonstrating age appropriate social emotional development</p> <p>#/% of children who enter kindergarten demonstrating age appropriate competencies in</p> <ul style="list-style-type: none"> • Literacy • Math • Health <p>Parent rating of child development and parenting knowledge</p> <p>#/% of families with children birth to age 5 who report reading to their children daily in their primary language</p> <p>#/% of families with children birth to age 5 who report a literacy rich home environments</p> <p>#/% of families who report they are competent and confident about their ability to support their child's safety, health and well being</p> <p>#/% of children reading at grade level by 3rd grade</p> <p>#/% of children who achieve language proficiency</p> <p>#/% of self-referral to family support and literacy services</p> <p>Consider how/ if - to add from the External Evaluation indicators about family life, social support, food in the home, child development.</p>

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

RECOMMENDATIONS FROM THE FAMILY SUPPORT AND LITERACY POLICY ADVISORY COMMITTEE			
FTF ROLES	GOALS (Final Draft 03 16 11)	SAMPLE INDICATORS	April 27 Work Group indicators
	d. To continuously improve the quality of family support and literacy services.		<p>Increased use of evidence-based / programs with established outcomes</p> <p>#/% of parents who improvements in the programs serving them and their children.</p> <p>#/% of programs who demonstrate fidelity to the evidence based model they are providing</p> <p>#/% of programs that are meeting their stated outcomes (at what level are they meeting them; i.e. minimally, partially, completely, etc.)</p> <ul style="list-style-type: none"> • Family outcomes • Child outcomes • Questions about why not meeting the outcomes <p>Note: (FTF could define outcomes for all family support and literacy programs – could identify assessment / measures to be used across all programs.)</p>
	e. To expand the use of evidence based practice in the early childhood family support and literacy service system.	% of family support and literacy programs that are accredited and/or based on proven practices.	<p># of Birth to 5 parenting educational opportunities that are evidence-based and/or demonstrating specific outcomes</p> <p># of family support and literacy programs that are accredited and/or evidence-based</p>
	f. 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.		<p>Partner rating of integration and coordination</p> <p>%/# of system partners collectively leveraging funding</p> <p>Amount of funding leveraged among system partners</p> <p>Common set / definition of desired outcomes with process to track across partner agencies / provider agencies</p> <p>Ratio of community investment to state and federal investment</p>

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

RECOMMENDATIONS FROM THE FAMILY SUPPORT AND LITERACY POLICY ADVISORY COMMITTEE			
FTF ROLES	GOALS (Final Draft 03 16 11)	SAMPLE INDICATORS	April 27 Work Group indicators
	g. 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.)	# of opportunities provided for family participation # of families actively participating in systems planning efforts (councils, task forces, focus groups, etc.)
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.	a. To increase professional development for family support and literacy providers through coordination of a professional development system.	# 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. # of speciality training sessions offered. # of participants in specialty education and training.	# 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 Turnover rate for family support and literacy providers # 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 Notes: <ul style="list-style-type: none"> • Look at endorsements that are currently available. # of people with those endorsements. • # of specialty training sessions offered. What in particular – e.g. • Indicators of quality • Subset? • Professional development – geographically and accessibility • A continuum available • A rich array of training opportunities available • Advanced professional training • Core competencies vs. specialty topics such as special teens • Caregivers needs • Professionals needs