

❖ Begin the SOP revisions to address Early Literacy in all family support strategies. Below you will find 3 major considerations.

1. Intentional design around early literacy as exists in the family support SOP
2. Articulated clearly literacy component
3. Fidelity to implementation

**Comment [AS1]:** Infant Toddler Developmental Guidelines, Early Learning Program Guidelines – Guidelines for programs (ADE website-Resource link), Continuum of Effective Practices, Revised Early Learning Standards

Below is a brief summary of the FTF Family Support and Literacy Strategies.

1. **Parent Kits-** Gives parents of every newborn in Arizona critical information about healthy parenting practices and how to support their baby's early learning. Provides families of every newborn leaving the hospital with the Arizona Parent Kit, which includes 6 DVDs about good parenting practices, a resource guide and a book to encourage early literacy.
2. **Helpline-** Helps families with young children get free answers to their toughest parenting questions. Provides advice and information on child development and behavior to families through a free phone line staffed by child development specialists.
3. **Parent Outreach and Awareness-** Improves child development by educating parents and connecting them to resources and activities that promote healthy growth and school readiness. Provides families with education, materials and connections to resources and activities that promote healthy development and school readiness.
4. **Newborn Follow Up-** A newborn home visit can provide resources and information to all families where they are – in their homes – soon after coming home from the hospital. This newborn home visit is a bridge that links all families of newborns with the resources in their local community within the comfort and safety of the home environment.
5. **Reach Out and Read-** Expands children's access to reading by promoting child literacy as a part of pediatric primary care. Trains pediatric practices to engage parents and young children in early literacy activities; provides books to pediatricians or their staff to distribute to families with young children.
6. **Curriculum Development—Parent Education** Helps families of young children enhance their parenting skills. Research, develop, and deliver effective parent education for specific target populations and where no appropriate curriculum exists.
7. **Parent Education Community-Based Training-** Strengthens families with young children by providing voluntary classes in community-based settings. Provides classes on parenting, child development and problem-solving skills.
8. **Native Language Preservation-** Connects children in tribal communities to their native language and culture in the critical early years. Provides materials, awareness and outreach to promote native language and cultural acquisition for the young children of Tribal families.
9. **Family Support Coordination-** Improves service delivery to families with young children by streamlining the system and simplifying application procedures. Improves the coordination of, and access to, family support services and programs.
10. **Family Resource Centers –** Strengthens families of young children by providing locally-based information and instruction on health and child development issues. Provides local resource centers that offer training and educational opportunities, resources, and links to other services for healthy child development.

11. ***Family Support Children with Special Needs***-Improves the education and health of children with special needs who don't qualify for publicly funded early intervention programs. Provides coaching, group activities and services to the parents of children with special needs. Services are designed to help their child reach his/her fullest potential
12. ***Home Visitation***- Gives young children stronger, more supportive relationships with their parents through in-home services on a variety of topics, including parenting skills, early childhood development, literacy, etc. Connects parents with community resources to help them better support their child's health and early learning. Provides voluntary in-home services for infants, children and their families, focusing on parenting skills, early physical and social development, literacy, health and nutrition. Connect families to resources to support their child's health and early learning.
13. ***Food Security*** - Improves the health and nutrition of children 5 and younger and their families. Distribute food boxes and basic necessity items to families in need of assistance who have children birth to 5 years old.

DRAFT

#### Recommendations

- General recommendations. Specific methods to approach the recommendation have not been developed.

#### Tactics

- Specific methods to approach recommendation have been discussed at various internal meetings.

**(Context)** *Improving the political environment that surrounds the system so it produced the policy and funding changes needed to create and sustain it.*

#### Recommendations:

- Continued collaboration with BUILD – Early Grade Success and Read On Arizona to assist fostering the political environment regarding the importance of family support and literacy.
- Broaden outreach and awareness to parents of children birth – 5 on the Common Core Standards and Move on when Reading initiatives.
- Expand public awareness regarding the importance of family support programs to the success of the children and families in the state.
  - Develop and utilize relationships with Child Advocacy Organizations. Eg: Children’s Action Alliance, CASA’s (Court Appointed Special Advocates) .
  - Continued Annual Policy Briefs in Family Support and Literacy.
  - Parent Outreach and Awareness – Utilization of strategy in Family Support. Should this strategy be considered for expansion? Communications department providing information and support for messaging critical outcomes of the need to add funding for family support programs.

**(Components)** *Establishing high-performing programs and services within the system that produce results for system beneficiaries.*

#### Recommendations:

- Utilizing the Quality Assurance program to measure and ensure high quality service provision, determine which family support strategies meet the child and family in various sub-systems and provide effective wrap around services. Programs will be classified as high performing based on rubric findings. Rubrics will help inform, identify and assist with establishing a comprehensive set of family support strategies by determining what services and supports a community needs.
- Analyze findings from targeted family support regional studies. Determine how the results can be used in conjunction with other data sources to better understand the full impact of a comprehensive set of family support strategies that are funded in a region. Utilize scope of the evaluation, data sources and how the results from the targeted evaluation study can inform best practices.
- Categorize and discuss under-utilized family support and literacy strategies to determine if there is still a need to fund strategy. Ensure a clear understanding from a staff and Regional Council perspective of the uses of the strategy and possible outcomes.
- Identify additional funding sources to increase the number of families receiving home visitation. This might mean increasing funding, awareness, capacity and implementation.

**(Connections) *Creating strong and effective linkages across system components that further improve results for system beneficiaries.***

Recommendations:

- Initiate and engage Child Protective Services (CPS) or the juvenile court system to provide supports for high risks families who have not entered or are exiting the CPS or juvenile court system.

Tactics:

- Coordinate ongoing meetings with CPS to discuss expanding policy to include referrals to home visitation, family support services and increase communication between service providers and CPS for a consistent tracking of families, improvements in mandated reporting process.
- Determine the role FTF would assume for families where CPS calls have been placed but is not an open case.
- Review FTF's Home Visitation Policy for CPS and how it applies to other family support strategies.
- Begin discussions on the referral and role of regional Family Support Strategies to families where CPS has been called but they do not qualify for HV through CPS or CPS involvement. How to provide high risk (potential CPS) families with local resources and supports.
- Continued intentional discussions in and across regions to eliminate or minimize duplication of services. Continue to strive toward a team-based approach when working with families as each family may be involved with several programs and service providers. (E.g. encourage connections with the home visitor, pediatrician and child care provider). Connections can be made by shared regional goals, standards and data systems, referrals and follow ups.
- Systems building training for all strategy, determine and discuss shared goals, how regionally funded strategies can be best utilized.
- Creating a strategy specific annual meeting for all grant partners to foster and develop relationships, create professional learning communities and reduce the duplication of services. Begin with Home Visitation, Parent Education Community Based Training, Family Resource Centers and Native Language Preservation.
- Invite exemplary community based program directors to participate on statewide Family Support and Literacy advisory board.
  - Identification of potential members can occur through the Quality Assurance process, Regional Directors, Senior Regional Directors, Family Support and Literacy Implementation Team, Grantee referrals of community members.

**Home Visitation**

- Continue partnership with Inter Agency Leadership Team, MIECHV and FTF evaluation department to establish a statewide centralized data base, standardize programmatic requirements, and strengthen connections of overall system of Home Visitation.
- Offer professional development opportunities on the Continuum of Effective Practices, Arizona Early Learning Standards, the importance of Early Literacy opportunities and the role of home visitors.

**Family Resource Centers (FRC)**

- Promote Family Resource Center's (FRC) connections to school system with FRC personnel to build relationships and consistent messaging on the importance of Kindergarten readiness skills.
- Convey accountability to referral process, developmental and health referrals and tracking referrals. Formalized referral and follow up; research and compare family resource center models in other

states and identify evidence informed, promising practice or evidence based models to ensure strategic direction of the family resource centers.

- Improve connections with child care providers and the community to deliver consistent messaging to emphasize focus on child development and importance of early literacy.

#### ***Parent Education Community Based Training (PE-CBT)***

- Compile a list of Parent Education-Community Based Training (PE-CBT) curriculums that are currently implemented. Categorize curriculums as evidence based, evidence informed or promising practice. Investigate program curriculum alignment with needs of community.
- Refine PE-CBT Standard of Practice.
- Determine what components of PE-CBT are missing and what components may need to be strengthening.
- Chart evidence based, evidence informed or promising practice models.
- Strategize outreach and enrollment of children and families in community care. e.g. foster care and non CPS kinship care families.

#### ***Family Support Children with Special Needs***

- Increase awareness of strategy. Including the use, potential and benefits of strategy.
- Connect this strategy to Health. Inform behavioral health providers of the additional resource for children and their families.

#### ***(Infrastructure) Developing the supports systems need to function effectively and with quality.***

##### Recommendations:

- Discussion of Statewide database.
- Aligning SOP's for Home Visitation in the state to require consistent service delivery. Ensuring baseline and programmatic requirements across all programs and agencies.
- Require all program models to have full affiliation status with National offices.
- Participate in professional development opportunities for home visitors.
- Strengthen relationships with national offices to address model fidelity and statewide concerns.
- Utilize MIECHV funded Home Visiting coordinators to support Home Visitation across the state.
- Continued partnership with Department of Economic Services (DES) and Department of Health Services (DHS) with Healthy Families Home Visitation programs.
- Continue to foster partnership with Parents as Teachers (PAT) Home Visitation to develop infrastructure for the Parents as Teachers program.
  - With this partnership all FTF funded PAT grantees will achieve full affiliation status and ensure that program model is being implemented at 100%. Ensuring that all families enrolled in PAT program models receive the full dosage of the evidence based model.
  - Annual statewide PAT meeting convened by FTF and regional PAT meetings convened by local partners to build capacity and infrastructure around the PAT program model.
- Ongoing discussion with Read On Arizona and Arizona Department of Education (ADE) to discuss the 0-8 continuum of literacy development.
  - Development and implementation of Continuum of Effective Practices
  - Implementation of the Early Learning revised standards into all SOPs.

- BUILD professional development efforts should include family support providers as part of the overall Early Childhood Education system to assist with meeting the professional development needs of family support providers and ensure consistency of care.
  - BUILD Policy Subgroups Aligning approved policy briefs when complete.
  - Determine implementation recommendations once policy briefs are completed.
  - Present policy briefs to senior regional directors and regional directors to inform regional councils in methods to align regional goals with statewide goals.
- Establish a regional risk profile and well-being profile of each region based on the Needs and Asset Report. The purpose would be to take a deeper look at the composite of family support and literacy services in each region to ensure that there is a solid match between the services that are provided and the needs of the community.

**(Scale) Ensuring a comprehensive system is available to as many people as possible so it produces broad and inclusive results for system beneficiaries.**

Recommendations:

- Identify specific regions that have high carry forward funds and determine how to assist with scaling up Family Support and Literacy programs.
- Include research and evaluation studies results to determine impact of strategies which would include ongoing assessment of scope, scale and saturation levels of all strategies.
  - Ongoing progress monitoring through measurement of the School Readiness Indicators and Benchmarks will ensure that a comprehensive set of services are being offered to the children and families of Arizona.
  - Work with research and evaluation department to periodically assess progress toward family support and literacy benchmark goals.
  - Review all family support and literacy SOPs to determine appropriate evaluation measures.

#### Narrative

The system goals of First Things First can only be achieved through coordination with both public and private entities in order to leverage funding, ease families' access to services, and maximize optimal results for young children. The overall recommendation is to facilitate coordination among the federal, state, private and tribal systems related to early childhood development and health to ensure a common understanding of the systems and to share ownership in ensuring access to services for all children. Through coordination and collaboration efforts it will improve and streamline processes including applications, service qualifications, service delivery and follow-up for families with young children. Thereby reducing confusion and duplication for service providers and families.

This will result in alignment of the early care and education programs and services, including monitoring for access and quality for those programs and services which are the responsibility of varied early care and education agencies and organizations. Improving the flow of services to young families by streamlining the application process and helping local agencies share information and resources. Another recommendation would be to continue to engage community leaders, agencies and stakeholders to strengthen and expand services and programs for families with young children within their communities. The purpose of this goal would be to develop a clear plan for the early care and education system that describes the system, aligns programs and services across all types of settings and with the full continuum of the educational system (P-20), and defines roles and responsibilities of those involved in its implementation.

**Comment [AS2]:** Highlight literacy work in the narrative once major components are complete. June/July 2013