



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

FTF Role 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.

Goal a: To increase families' belief that accessing information, resources supports or services is a regular part of raising young children.

Goal b: To increase access to timely, culturally responsive and accurate information regarding early childhood development, early care & education and developmentally appropriate parenting.

| How Much # of families seeking information about service and supports in their community | How Well % of families who report they are comfortable accessing information, resources and supports |
|--|--|
| Better Off % of families that report receiving helpful information about early childhood development | |
| System Development % of families who report that they receive information about services and supports in their community | |



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FTF Role 3: 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.

Goal: a. To establish a professional development system for family support and literacy providers.

| How Much | How Well |
|---|-----------------|
| # 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 including development of core competencies in early childhood development. | |
| Better Off | |
| % of family support and literacy providers that demonstrated core competencies in early childhood such as the infant toddler mental health endorsement | |
| System Development | |
| # of partner agencies collaborating in the coordination of a family support and literacy professional development system #/% of shared resources to support a family support and literacy professional development system # of cross-agency family support and literacy providers participating in related professional development opportunities | |