



FIRST THINGS FIRST

Ready for School. Set for Life.

School Readiness Indicators

- 1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical**

Benchmark: It is anticipated that a benchmark for 2020 may be recommended in FY15 upon analysis of baseline data from an Arizona kindergarten developmental inventory.

- 2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars**

Benchmark: Increase by 20% over baseline the #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars

- 3. #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars**

Benchmark: Increase by 20% over baseline the #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

- 4. #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars**

Benchmark: Maintain the #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars

- 5. % of children with newly identified developmental delays during the kindergarten year**

Benchmark: Indicator language and benchmark recommendations will be made in fall 2013 after completion of the comprehensive opportunity analysis on the Arizona early intervention system for children birth to age 5.

- 6. #/% of children entering kindergarten exiting preschool special education to regular education**

Benchmark: 30% of children served in preschool special education will exit to kindergarten regular education

- 7. #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)**

Benchmark: 75% of children age 2-4 at a healthy weight (BMI)

8. #/% of children receiving at least six well-child visits within the first 15 months of life

Benchmark: 80% of children receiving at least six well-child visits within the first 15 months of life

9. #/% of children age 5 with untreated tooth decay

Benchmark: 32% of children age 5 with untreated tooth decay

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

Benchmark: 73% of families report they are competent and confident about their ability to support their child's safety, health and well being

School Readiness Indicators

2020 State Level Benchmark Summary

Indicator #1:	#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
Intent:	Increase the number of children with equality opportunity to be successful in school and close the achievement gap before kindergarten entry

Data sources considered:

- There is currently no data on school readiness at kindergarten entry available at the statewide level in Arizona. Considerations were given to possible use of public school or school site level data, but data availability is not consistent, as districts or schools determine whether the data is collected. Additionally, if school readiness is assessed, a wide variety of instruments and processes are used.

Data Sources recommended for Benchmark:

- A data source to establish this benchmark will be confirmed in the future through ongoing discussions between the Arizona Department of Education (ADE), First Things First, the State Board of Education and the Governor's Office to determine an Arizona kindergarten developmental inventory instrument that is appropriate for all Arizona children to be administered at the beginning of the kindergarten year to measure areas of school readiness. Representatives from these agencies are also participating in national conversations that originated in the Race to the Top – Early Learning Challenge grant application process to determine how other states are developing measures of school readiness at kindergarten entry. Public input will also be solicited and considered in making final recommendations and decisions on the Arizona process and age appropriate tool used for the kindergarten developmental inventory.

Baseline:

- It is anticipated that data will be collected and a baseline established in FY15 through either an initial phase or full scale implementation of a kindergarten developmental inventory instrument and data collection system.

Trend line:

- It is anticipated that a trend line will be available in FY17 and FY18, two to three years after initial implementation of the kindergarten developmental inventory, and can be used to adjust the benchmark if necessary.

Benchmark 2020:

- It is anticipated that a benchmark for 2020 may be recommended in FY15 upon analysis of baseline data.

Key Measures to monitor (sub-measure)

- As recommended until data is available and a benchmark is determined:
 - number of children enrolled in Quality First programs with rating of 3-5 starts (this statewide key measure will show progress on increasing the number of children in high quality settings; research shows high quality early childhood experiences support school readiness)

Other recommendations and considerations:

- The timeline for successfully implementing a data system for this benchmark will take at least two years to identify or develop a tool, obtain approval from governing bodies, determine the method for data collection and use, provide professional development for teachers on using the developmental inventory, and inform families and educators about the appropriate use of the data.
- Discussions must include stakeholder concerns about the developmental appropriateness of an instrument used with kindergarteners at school entry and how results from such an assessment may be used inappropriately to keep children out of kindergarten or to label them.

School Readiness Indicators 2020 State Level Benchmark Summary

Indicator #2:	#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase the number of children with access to affordable high quality early learning programs

Data sources considered:

- First Things First Quality First Rating data
- Child Care Resource and Referral (CCR&R) database
- Head Start – Program Information Report
- Market Rate Survey 2010 (Department of Economic Security)

Data Sources recommended for Benchmark:

- First Things First Quality First Rating data collected annually

Baseline:

- The baseline number will be determined from the Quality First Rating data in July 2013 (at completion of initial year of Quality First Rating process)

Trend line:

- Quality First Rating scores are just now beginning to be determined as of July 1, 2012. However, a trend direction can be seen on review of Quality First (QF) Rating data from 537 centers and homes using the Environmental Rating School and Classroom Assessment Scoring System (CLASS) scores from initial to progress assessments show that:
 - 95% (508 of 537) of providers either improved or maintained their estimated QF rating level
 - 205 providers improved their estimated QF star rating from a 1 to 2 (163); 1 to 3 (6); 2 to 3 (27); 2 to 4 (5); 3 to 4 (3); and 3 to 5 (1)
 - 303 providers maintained their estimated QF rating. Specifically, remained at their star rating of 1 (40), 2 (257), 3 (5), and 4 (1)
 - 5% (29 of 537) of providers showed a decline in their estimated QF rating level from 2 to 1 (16); 3 to 2 (12); and 4 to 2 (1)

Benchmark 2020:

- Increase by 20% over baseline the #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
 - Numerator: # of Arizona children in regulated ECE centers and homes with Quality First 3-5 star rating
 - Denominator: # of Arizona children in regulated early care and education centers and homes

Key Measures to monitor (sub-measure)

- As recommended:
 - # of regulated homes/centers at each rating level
 - # of children in regulated homes/centers at each rating level
 - # of slots in Quality First homes/centers
 - # of enrolled programs improving quality (moving up the rating scale)
 - # of programs enrolled in Quality First

Other recommendations and considerations:

- None at this time

School Readiness Indicators

2020 State Level Benchmark Summary

Indicator #3:	#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase the number of children with special needs/rights who enroll in high quality inclusive regulated early learning programs

Data sources considered:

- First Things First Quality First database

Data Sources recommended for Benchmark:

- First Things First Quality First Rating data collected annually to determine ratings
- Data submitted by Quality First enrolled providers on number of enrolled children with special needs/rights

Baseline:

- The baseline number will be determined from the Quality First Rating data in July 2013 (at completion of initial year of Quality First Rating process)

Trend line:

- Quality First Rating scores are just now beginning to be determined as of July 1, 2012. There is no trend data available on the number of children with special needs/rights enrolled in Quality First programs.

Benchmark 2020:

- Increase by 20% over baseline the #/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
 - Numerator: # of Arizona children with special needs/rights in regulated ECE centers and homes with Quality First 3-5 star rating
 - Denominator: # of Arizona children with special needs/rights in regulated early care and education centers and homes

Key Measures to monitor (sub-measure)

- As recommended:
 - # of regulated homes/centers at each rating level
 - # of children with special needs/rights in regulated homes/centers at each rating level
 - # of slots available for children with special needs/rights in regulated homes/centers
 - # of children with special needs/rights in total populations age birth to age 5
 - # of Arizona children with special needs/rights in regulated early care and education centers and homes participating in Quality First

Other recommendations and considerations:

- Children with special needs/rights are defined as those with Individualized Family Service Plan (IFSP), and Individualized Education Program (IEP), or a 504 Plan.

School Readiness Indicators

2020 State Level Benchmark Summary

Indicator #4:	#/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars
Intent:	Increase the number of families that can afford high-quality early learning programs so family financial contribution is no higher than 10% of the regional median family income

Data sources considered:

- First Things First Quality First database
- Arizona Market Rate Survey 2010 (Department of Economic Security)
- Quality First Scholarship database
- National cost of care data

Data Sources recommended for Benchmark:

- Arizona Market Rate Survey
- Child Care Aware data for Arizona (national Child Care Resources & Referral organization)
- Arizona Child Care Resource & Referral (CCR&R)
- Quality First Rating and Scholarship database

Baseline:

- The baseline number will be determined from the Quality First Rating data in July 2013 (at completion of initial year of Quality First Rating process)
 - Numerator: # of families with children enrolled in Quality First programs with rating of 3-5 stars that pay no more than 10% of regional medical family income
 - Denominator: # of Arizona families with children enrolled in regulated early care and education centers and homes

Trend line:

- Quality First Rating scores are just now beginning to be determined as of July 1, 2012. There is no trend data available for this indicator, however, the 2010 Arizona Market Rate Survey shows current family payment % varies from under 10% for high income families to over 30% for lower income families.

Benchmark 2020:

- Maintain the #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars

Key Measures to monitor (sub-measure)

- None recommended

Other recommendations and considerations:

- The recommendation to maintain the baseline for this indicator is based on the assumption that as more providers increase their quality to a 3-5 star rating, the cost to maintain that quality level will also increase. So that providers are still willing to increase and maintain quality without passing onto families the high cost of maintaining that quality, other financial supports for programs be expanded that high quality is affordable to both providers and families. This is a significant shift in the operation of the early childhood system, and therefore it is aspirational to maintain the baseline with losing ground by 2020.

School Readiness Indicators

2020 State Level Benchmark Summary

Indicator #5:	% of children with newly identified development delays during the kindergarten year
Intent:	Increase the number of children who are screened and if appropriate, receive early intervention services for developmental delays before entering kindergarten

Data sources considered:

- Arizona Early Intervention Program (AzEIP)
- Arizona Health Care Cost Containment System (AHCCCS)
- First Things First Development Screening Grantee data
- Arizona Department of Education (ADE) data collected annually

Data Sources recommended for Benchmark:

- A recommendation was made to change the language of this indicator to capture the #/% of children receiving developmental and sensory screenings to more accurately measure the intent on the indicator. However, developmental screening occurs in many varied settings and programs and these screenings are not all captured in a comprehensive data system. Concurrent to the research and conversations about data on early intervention, First Things First and St. Luke’s Health Initiative partnered together to commission a comprehensive statewide opportunity analysis on the Arizona early intervention system (birth – age 5) with a final report due in July 2013. This project has been vetted with partners in the early intervention system, and the final report will include an assessment and analysis of existing data, which will inform the data source and benchmark recommendation for this indicator.

Baseline:

- The baseline measure for this indicator will be determined by fall 2013 after completion of the comprehensive opportunity analysis on the Arizona early intervention system.

Trend line:

- Trend line data for this indicator will be determined by fall 2013 after completion of the comprehensive opportunity analysis on the Arizona early intervention system.

Benchmark 2020:

- Indicator language and benchmark recommendations will be made in fall 2013 after completion of the comprehensive opportunity analysis on the Arizona early intervention system.

Key Measures to monitor (sub-measure)

- #/% of children 0-35 months in AzEIP receiving developmental and sensory screening and receiving early intervention services per year (reported annually to the federal government)
- #/% of children exiting IDEA Part C (AzEIP) and transitioning into Part B services (ADE) with an IEP plan by age 35 months (reported annually as a State Level Performance measure for Part B)

Other recommendations and considerations:

- Use of the term “developmental delay” is not intended as a narrowly defined eligibility category; rather it includes the categories of preschool moderate or severe delay in cognitive, physical, communication, social/emotional or adaptive development, and preschool speech language delay.

School Readiness Indicators 2020 State Level Benchmark Summary

Indicator #6:	# of children entering kindergarten exiting preschool special education to regular education
Recommended Change:	#/% of children entering kindergarten exiting preschool special education to regular education
Intent:	Increase the number of children who transition to kindergarten without an identified special need due to timely screening, identification and delivery of effective intervention services prior to their kindergarten year

Data sources considered:

- Arizona Department of Education (ADE) Individuals with Disabilities Education Act (IDEA) Part B
- Bureau of Indian Education (BIE) Family and Child Education Program (FACE)
- Indian Health Services

Data Sources recommended for Benchmark:

- Arizona Department of Education data collected annually

Baseline:

- ADE IDEA Part B data:
 - 22.1% of children served in preschool special education in 2009-2010 exited to kindergarten regular education in 2010-2011

Trend line:

- ADE data is still being analyzed to ensure all children exiting preschool special education are included. ADE will provide the final data to establish the trend line by September 1, 2012. The most recent data analysis showed:
 - 24.6% of children served in preschool special education 2007-2008 exited to kindergarten regular in 2008-2009
 - 23.7% of children served in preschool special education in 2008-2009 exited to kindergarten regular education in 2009-2010
 - 22.1% of children served in preschool special education in 2009-2010 exited to kindergarten regular education in 2010-2011

Benchmark 2020:

- 30% of children entering kindergarten exiting preschool special education to regular education

Key Measures to monitor (sub-measure)

- As recommended:
 - Intensity of early intervention services received by children 36-60 months
 - Length of time of early intervention services received by children 36-60 months
 - Data reported by categories of disabilities or development delay

Other recommendations and considerations:

- Recommended that indicator #6 be revised to state: #/% of children entering kindergarten exiting preschool special education to regular education
- Add BIE and IHS data if it is available and approved to be shared

School Readiness Indicators 2020 State Level Benchmark Summary

Indicator #7:	#/% of children ages 2-5 at a healthy weight (Body Mass Index – BMI)
Recommended Change:	#/% of children <u>age 2-4</u> at a healthy weight (Body Mass Index – BMI)
Intent:	Increase the number of children who maintain a healthy body weight

Data sources considered:

- Arizona Women, Infants and Children (WIC) data (Arizona Department of Health Services)
- Navajo Nation WIC
- Pediatric Nutrition Surveillance Data (Centers for Disease Control)
- Healthy People 2020
- Indian Health Service WIC
- Arizona Health Care Cost Containment System (AHCCCS)

Data Sources recommended for Benchmark:

- Arizona Women, Infants and Children (WIC) data (Arizona Department of Health Services) that will be collected through DHS Health and Nutrition Delivery System (HANDS) annually beginning in 2014. HANDS will also include Navajo Nation WIC data.

Baseline:

- Pediatric Nutrition Surveillance Data (PedNSS which is the CDC aggregate for the WIC data):
 - 2010: 65% of children ages 2-4 at “normal weight”

Trend line:

- Pediatric Nutrition Surveillance Data
 - % “obese”: 14.9% in 2007 and 14.2% in 2010 of children < age 5
 - % “overweight”: 16.4% in 2007 and 15.7% in 2010 of children < age 5

Benchmark 2020:

- 75% of children *age 2-4* at a healthy weight (BMI)

Key Measures to monitor (sub-measure)

- As recommended:
 - % of children age 2-4 and age 5-12 that are overweight
 - % of children age 2-4 and age 5-12 that are underweight
 - % of children age 2-4 and age 5-12 that are obese

Other recommendations and considerations:

- Recommended that indicator #7 be revised to state: #/% of children age 2-4 at a healthy weight (BMI) to align with the PedNSS indicator age range
- Recommend that the word “healthy weight” remain in the indicator instead of “normal weight” that is in the WIC data
- Recommend obtaining permission from tribal authorities to disaggregate the WIC data by race/ethnicity and zip code
- Recommend additional key measures to be monitored if possible through HANDS data (future name of current AZDHS data Pediatric Nutrition Surveillance System – PedNSS) to further sort by reasons for underweight – failure to thrive, anemia, congenital health issues and lack of food resources.

School Readiness Indicators 2020 State Level Benchmark Summary

Indicator #8:	#/% of children receiving timely well-child visits
Recommended Change:	#/% of children receiving <u>at least six well-child visits within the first 15 months of life</u>
Intent:	Increase the number of children with consistent well-child visits where there is higher opportunity for immunizations, appropriate screenings and early identification of development delays, other medical healthcare, and support for family members to understand their child's health

Data sources considered:

- Arizona Health Care Cost Containment System (AHCCCS) Data
- AHCCCS HEDIS (Healthcare Effectiveness and Information Data Set) Performance Standards
 - Acute Care
 - Developmental Disabilities
 - Childhood Immunizations
- National Survey of Children's Health
- Arizona Health Survey (St. Luke's Health Initiative)

Data Sources recommended for Benchmark:

- Arizona Health Care Cost Containment System (AHCCCS) data collected annually
- Include Indian Health Services data if available

Baseline:

- AHCCCS Performance Data:
 - 2010: 64.1% of children receiving 6+ well-child visits within first 15 months

Trend line:

- AHCCCS Acute Care Performance Standard:
 - Performance Standard: 90% of children age 15 months receive well-child visits
- AHCCCS Performance Data:
 - 2006: 58% of children receiving 6+ well-child visits within first 15 months
 - 2007: 58.6% of children receiving 6+ well-child visits within first 15 months
 - 2008: 59.5% of children receiving 6+ well-child visits within first 15 months
 - 2009: 64.2% of children receiving 6+ well-child visits within first 15 months
 - 2010: 64.1% of children receiving 6+ well-child visits within first 15 months

Benchmark 2020:

- 80% of children receiving at least six well-child visits within the first 15 months of life

Key Measures to monitor (sub-measure)

- As recommended:
 - #/% of children receiving 4:3:1:2:3:1:4 series of vaccinations by age 2
 - HEDIS data on well-child visits reimbursed by private insurance carriers

Other recommendations and considerations:

- Recommended that indicator #8 be revised to match HEDIS language: #/% of children receiving at least six well-child visits within the first 15 months of life

School Readiness Indicators 2020 State Level Benchmark Summary

Indicator #9:	#/% of children age 5 with untreated tooth decay
Intent:	Increase the number of children who begin at an early age and regularly visit an oral health professional to receive preventive oral healthcare and services necessary to treat tooth decay

Data sources considered:

- Arizona Oral Health Survey (Arizona Department of Health Services)
- Indian Health Services Oral Health Survey
- Healthy People 2020
- Arizona Health Survey (St. Luke’s Health Initiative)

Data Sources recommended for Benchmark:

- Arizona Oral Health Preschool Survey conducted at a regular intervals; next survey in 2013, with data available in 2014

Baseline:

- 2007 Arizona Oral Health Survey
 - 35% of Arizona Children with untreated tooth decay at kindergarten entry (Arizona Oral Health Survey)

Trend line:

- Tooth decay has increased in the past 10 years:
 - 1995: 49% of Arizona children age 4 had decay experience (Arizona Oral Health Survey)
 - 2007: 52% of Arizona children age 4 had decay experience (Arizona Oral Health Survey)
- Decay experience increases as age increases to 67% in 3rd grade (Arizona Oral Health Survey)

Benchmark 2020:

- 32% of children age 5 with untreated tooth decay

Key Measures to monitor (sub-measure)

- As recommended:
 - % of children age 5 with untreated tooth decay receiving care through Indian Health Services
 - % of American Indian children with untreated tooth decay at age 5

Other recommendations and considerations:

- First Things First is partnering with the Arizona Department of Health Services Office of Oral Health to expand the sample size of the Arizona Oral Health Survey to provide data at the regional/county level and to complete the survey on a more regular and shorter interval. Considerations should be made to assure consistent data collection, methods, inclusion of appropriate age groups and consistent protocols.

School Readiness Indicators 2020 State Level Benchmark Summary

Indicator #10:	% of families who report they are competent and confident about their ability to support their child's safety, health and well being
Intent:	Increase the number of families who report they are competent and confident to support their child

Data sources considered:

- First Things First Family and Community Survey

Data Sources recommended for Benchmark:

- First Things First Family and Community Survey conducted every two – three years. The Family and Community Survey is designed to measure many critical areas of parent knowledge, skills, and practice related to their young children. They survey contains over 60 questions, many of them exploring multiple facets of parenting. There are questions on overall knowledge of the importance of early childhood, questions which gauge parent knowledge of specific ages and stages, parent behaviors with their children, as well as parent practices related to utilization of services for their families. It is critical that this early childhood indicator be one, clear number that represents a composite measure of critical parent knowledge, skills, and actions. First Things First conducted an analysis on several of the relevant survey indicators to arrive at this composite measure.

Baseline:

- 2012 Family and Community Survey:
 - 63% of families report they are competent and confident about their ability to support their child's safety, health and well being

Trend line:

- First Things First Family and Community Survey subset of indicators related to specific skills and practices (not all questions were asked in 2008):

2008

- 78% think a parent can begin to significantly impact their child's development brain prenatally or right from birth
- % of parents reported that they or other family members read stories to their child/children seven days a week (*unavailable for 2008*)
- % reported that their regular medical provider knows their family well and helps them make healthy decisions (*unavailable for 2008*)
- 48% believe that children do not respond to their environment until two months of age or later
- 27% believe that children sense and react to parents emotions only after they reach seven months of age or older
- 22% believe that children's capacity to learn may be set a birth
- 47% believe that a child's language benefits equally from watching TV versus talking to a real person

2012

- 83% think a parent can begin to significantly impact their child's development brain prenatally or right from birth
- 50% of parents reported that they or other family members read stories to their child/children seven days a week

- 75% of parents strongly agreed that their regular medical provider knows their family well and helps them make healthy decisions
- 50% believe that children do not respond to their environment until two months of age or later
- 29% believe that children sense and react to parents emotions only after they reach seven months of age or older
- 33% believe that children's capacity to learn may be set a birth
- 50% believe that a child's language benefits equally from watching TV versus talking to a real person

Benchmark 2020:

- 73% of families report that they are competent and confident about their ability to support their child's safety, health and well being

Key Measures to monitor (sub-measure)

- Recommended individual Family and Community Survey indicators related to specific skills and practices:
 - % think a parent can begin to significantly impact their child's development brain prenatally or right from birth
 - % of parents reported that they or other family members read stories to their child/children seven days a week
 - % of parents strong agreed that their regular medical provider knows their family well and helps them make healthy decisions
 - % believe that children do not respond to their environment until two months of age or later
 - % believe that children sense and react to parents emotions only after they reach seven months of age or older
 - % believe that children's capacity to learn may be set a birth
 - % believe that a child's language benefits equally from watching TV versus talking to a real person

Other recommendations and considerations:

- Include other health and safety key measures such as % of families who put children to sleep on their back; and, % of families that use car seats