



**FIRST THINGS FIRST**  
*Ready for School. Set for Life.*

AGENDA ITEM: Chair and Vice Chair Update  
Regional Benchmarking for the School Readiness Indicators

BACKGROUND: FTF School Readiness Indicators were chosen to reflect the effectiveness of the funding strategies to improve the lives of children residing in the state of Arizona. The indicators and subsequent benchmarks will be monitored over time in order to determine progress in reaching the indicators. They are not stand alone indicators. They should be a result of collaborations across communities and sectors that impact a child's readiness for entering school and subsequently their life long success. They should also encourage Regional Councils and the Board in making informed decisions.

Each indicator was developed through a collaborative process with FTF Advisory Committees and vetted by the Regional Councils and the Board. The School Readiness Indicators will be benchmarked by Advisory Committee Sub-Committees charged with identifying the amount of change that should be reasonably expected on each indicator at the state level by 2020.

Indicators Highlighted in **Green** are Pinal Regionally Selected Indicator

RECOMMENDATION: No Recommendation



## **Regional Benchmarking for the School Readiness Indicators**

Achieving the mission of First Things First to ensure all young children arrive in kindergarten healthy and ready to succeed will require more than simply funding programs and services. It will take all partners, across the state, to own a common vision for children in Arizona and a cross-sector commitment to ensure that vision is realized.

First Things First School Readiness Indicators were chosen to reflect the effectiveness of funding strategies and collaborations built across communities to improve the lives of children residing in the state of Arizona and improve their readiness for entering school and subsequently their life long success.

In April 2014, Regional Partnership Councils will recommend 2020 benchmarks for prioritized indicators to the First Things First Board. To support those discussions and the community forums that follow, the data release phases below have been set.

A phased approach was selected due to data availability as well as considerations for how to provide technical assistance for decision-making. Data releases will include a one-two page fact sheet for each indicator for each Council which provides regional-specific data for decision-making on benchmarks for those School Readiness Indicators prioritized by the Council. Prior to Phase I, a series of three webinars will be available in March 2013 and will include: 1) overview of the School Readiness Indicators, recap of the selection of data sources, and description of the state-level benchmarks; 2) background and assistance on interpreting tribal data; and 3) guidance in how to set benchmarks, including data interpretation and assistance on setting attainable yet aspirational goals. Additional support materials, as well as discussion and decision-making facilitation, will be provided throughout the process.

## Data Release Phases

### Phase 1: April - June, 2013

**Non-Tribal Regions - Indicator 6:** #/% of children entering kindergarten exiting preschool special education to regular education

**Non-Tribal Regions - Indicator 7:** #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)

### Phase 2: June – August, 2013

**Tribal Regions - Indicator 6:** #/% of children entering kindergarten exiting preschool special education to regular education

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

**Tribal Regions - Indicator 8:** #/% of children receiving at least six well-child visits within the first 15 months of life

**Tribal Regions - Indicator 9:** #/% of children age 5 with untreated tooth decay

### Phase 3: August – October, 2013

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

**All Regions – 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

**All Regions – 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

**Non- Tribal Regions - Indicator 8:** #/% of children receiving at least six well-child visits within the first 15 months of life

**Non- Tribal Regions – Indicator 10:** % of families who report they are competent and confident about their ability to support their child’s safety, health and well being

### Phase 4: September – October 2014

**Tribal Regions – Indicator 10:** % of families who report they are competent and confident about their ability to support their child’s safety, health and well being

### Phase 5: TBD

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

**All Regions – Indicator 5:** % of children with newly identified developmental delays during the kindergarten year

**Non-Tribal Regions – Indicator 9:** #/% of children age 5 with untreated tooth decay