

# School Readiness Indicators

2020 Cocopah Tribe Benchmark  
Review

# Purpose

- Review of School Readiness Indicators
- Using Benchmarks for planning
- Setting Benchmarks
- State level Benchmarks
- April meeting- Indicator 2

# Background

Shared Vision for Children in Arizona

Shared Ownership and Understanding of the Arizona Early Childhood Model System by All System Partners

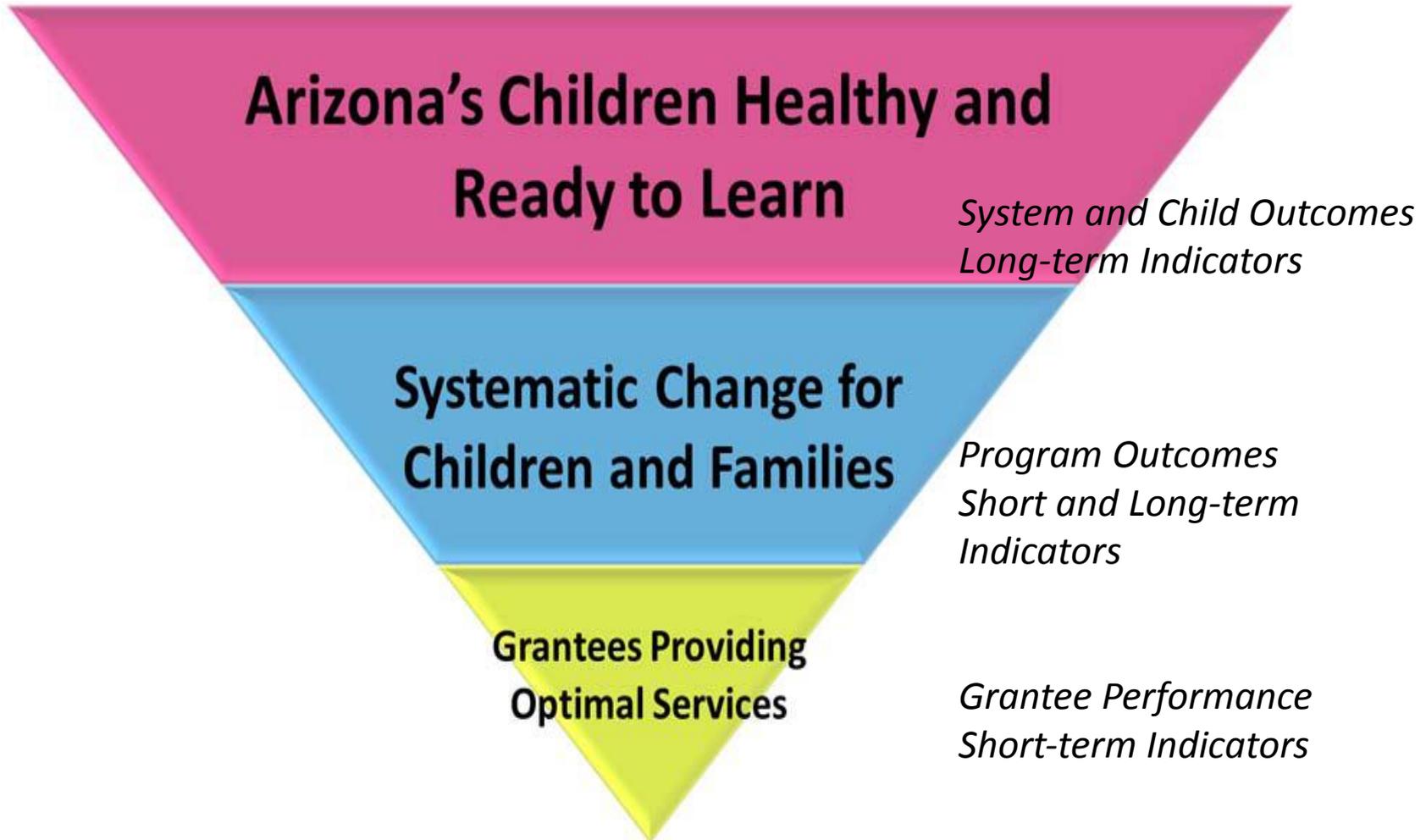
First Things First Priorities; Desired Outcomes, Indicators and Benchmarks

Plan to Guide FTF Strategic Direction for Statewide and Regional Strategies across the State

# Glossary

- **School Readiness Indicator** – a measure of progress toward the system outcome at the state and regional levels
- **Benchmark** – targeted number and percentage for an indicator
- **Baseline Data** – initial data used to establish benchmark
- **Trend Data** – a view of data changes over time that is used to establish the benchmark
- **Key Measures** – provides sub-measures and context for benchmark, or an interim measure of progress

# Using Indicators and Benchmarks to Measure Progress



# School Readiness Indicators

- 1. Children demonstrating kindergarten readiness in developmental domains**
- 2. Children enrolled in high quality early learning programs**
3. Children with special needs/rights enrolled in high quality early learning programs
4. Families accessing affordable high quality early learning programs
5. Children with newly identified developmental delays in the kindergarten year
6. Children exiting special education prior to kindergarten
7. Children at healthy body weight
8. Children receiving timely well-child visits
9. Children with untreated tooth decay
- 10. Families competent and confident about ability to support their child**

# Three Categories for Benchmark Data

## A. Benchmarks with complete data:

6. Children exiting special education to kindergarten regular education
7. Children at healthy body weight
8. Children receiving timely well-child visits
9. Children with untreated tooth decay

**10. Families competent and confident about ability to support their child**

## B. Benchmarks with baseline data collection just beginning:

**2. Children enrolled in high quality early learning programs**

3. Children with special needs/rights enrolled in high quality early learning programs
4. Families accessing affordable high quality early learning programs

# Three Categories for Benchmark Data

## C. Benchmarks requiring further data development and decisions:

**1. Children demonstrating kindergarten readiness in developmental domains**

5. Children with newly identified developmental delays in the kindergarten year

# Using Benchmarks for Planning

- Benchmarks are used to **monitor progress** on the School Readiness Indicators
- Indicators and benchmarks **measure changes** in the early childhood system globally, they **can't** be used to draw conclusions about FTF impact or specific program impact
- Use for **planning and guiding** FTF work at state and regional level (including work that is **funded** as well as **unfunded** work with partners on system and community development)
- Is one way to **track** FTF **system outcomes**, along with evaluation and research studies
- **Aligned** with National Advisory Panel research and evaluation recommendations

# Setting Benchmarks

- What is the indicator and intent?
- What is the current situation and baseline?
- What has been the trend?
- What factors might influence changes in the indicator?

# Setting Benchmarks

## Aspirational and attainable benchmarks:

- Set an agenda for improvement
- Encourage collaboration
- Empower communities, individuals, and organizations
- Track progress
- Permit comparison
- Are inspirational and action oriented

# Setting Benchmarks

## Factors to consider when setting aspirational and attainable benchmarks:

- What policies, activities, or programs are anticipated to impact this indicator?
- What policies, activities, or programs are in place now or projected?
- What collaborations or coordination is in place or projected?

# State Level Benchmarks

## **Indicator #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-year timeline (minimum)
- Multiple partners engaged in discussion and development
- Purpose of kindergarten developmental inventory tool
- Appropriate and inappropriate use of tool and data
- Definition of school readiness must be appropriate for all cultures and populations in Arizona

# State Level Benchmarks

## **Indicator #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***

- Baseline data will be available in July 2013 after first year of Quality First Ratings

# State Level Benchmarks

## **Indicator #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***

- Benchmark 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.
- Key Measures using single indicators add additional context to benchmark

# Next Steps

- April 2, 2014- Dr. Amy Kemp from Dynamic Analysis, LLC will be present at our meeting to facilitate the councils discussion on establishing a benchmark for Indicator #2.

Questions and/or Comments



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*Ready for School. Set for Life.*

# Regional Director's Report

## General Updates:

Cocopah Regional Partnership Council

- ① Regional Council and State Board Forum: May 29, 2014 – 11:00-1:00 p.m.
- ② Needs and Assets Update
- ③ Time line for RENEWAL process
- ④ Cocopah Head Start Site Tour information
- ⑤ Council Seat Interview Committee
- ⑥ Parent Survey Update
- ⑦ Early Steps Program Assistant Job Description Update





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## 2<sup>nd</sup> Quarter Data (Oct.-Dec.)



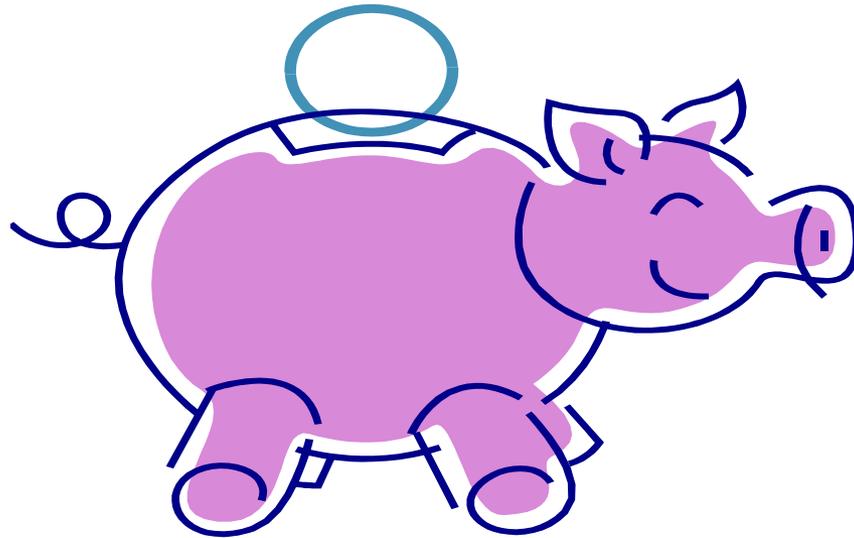
**Food Security:** Yuma  
Community Food Bank  
Contracted Units- 30  
Distributed- 3

### **Home Visitation:** Cocopah Indian Tribe

Contracted Units-	15
Number of families served-	43
Families dis-enrolled this quarter	4
Family turn-over	2.5%
Number of newly enrolled during the quarter-	2
Number of children served-	69
Number of families who received Community referrals-	9



# Financial Report



# Program Narrative Highlights

- Yuma Community Food Bank-



- Cocopah Early Steps Program



# Becoming a Read On Community?

Cocopah Tribe



When Arizona Reads, Arizona Thrives

# What is Read On Arizona?

- Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona's children from birth through age eight.

# Founding Partners

- Arizona Department of Education
- First Things First
- Head Start Office of Collaboration
- Virginia G. Piper Charitable Trust
- Helios Education Foundation
- Arizona Community Foundation

# Visionary Community Goals

**1**  
Ensuring every child is ready for school success by increasing the percentage of children demonstrating school readiness in language and literacy at kindergarten entry.

**2**  
Ensuring every student is on track for college and career success by increasing the percentage of students reading at or above grade level by the end of third grade to 100%.

**3**  
Drive change through capacity building, group solutions, continuous instructional improvement, and integrated and coordinated systems.

# Challenges and Solutions:

- Four key barriers that prevent an effective regional response to Arizona's early literacy crisis. Read On Arizona's 10-year strategic plan includes critical components to address these challenges:

# Challenge

- **Lack of awareness and attention given to early literacy. Arizona's Move On When Reading retention policy spotlights the critical need to increase the depth of understanding around the importance of early literacy and grade level reading as a specific indicator that impacts the success of all learners.**

# Solution

- **Engagement and Action. Local, county, regional, and statewide leaders and the communities they represent must make early literacy a priority to ensure expanded access to quality literacy supports.**

# Challenge

- Lack of information on critical factors involving early literacy prevents the development of effective solutions. Community stakeholders have too little data on existing literacy gaps in the system.

# Solution

- Improve data integration and system linkages. Build on comprehensive baseline data and analysis to devise strategies for improvement. Create a data management and integration task force to focus on collaboration around shared data and accountability systems.

# Challenge

- **Lack of communication and coordination.**  
Opportunities to leverage efforts and strengthen literacy impacts among providers, volunteers, and administrators working in Arizona's schools, public libraries, faith-based organizations, and other nonprofits are missed.

# Solution

- **Read On Network: Bring together innovations partnerships and develop pilot strategies that build a network of communities developing a literacy system focused on language-rich and engaging programs, ongoing screenings and assessments, professional development, and family supports.**

# Challenge

- **Insufficient access to programs that work. Insufficient resources, as well as ineffective leveraging of resources, leads to lack of access to programs that work. Children do not enter kindergarten with the needed language and literacy skills necessary to succeed and are rarely able to catch up.**

# Solution

- **Create a continuum of effective practices tool. Convene experts in task force around strategic areas of focus. (ELL, curriculum and instruction, family engagement, professional development, etc.) Leverage existing resources to maximize impact and develop and strengthen literacy and language acquisition along the continuum.**

# Arizona is facing a literacy crisis and it begins in early childhood.

- In 2011, **42%** of Arizona's fourth graders fell below basic reading levels on the National Assessment of Educational Progress (NAEP).
- Many of the almost 800,000 Arizona children under age nine face significant barriers to school readiness, including poverty (**23%**), difficulty speaking and understanding English (**48%**), and lack of exposure to books and other literacy resources.

# Success in addressing this crisis will require ensuring that young children in Arizona

- have strong learning experiences from **birth** through **grade three**,
- have exposure to rich literacy and language acquisition at school, at home, and in the community.

# The key to Arizona's future

- a statewide, community-based literacy project.
- Educators, families, businesses, public agencies, philanthropy and communities all have a role to play.
- Only when early literacy becomes everyone's responsibility will we have the kind of impact and change we need to see Arizona thrive.

# Documents

- A Read On City Tool-Kit
- Discussion: Does the Regional Council want to facilitate the work to have the Cocopah Region become a Read On Community?
  1. Yuma Community
  2. Could possibly be the first tribal region to take on this challenge.