



First Things First Policy and Program Advisory Committees

Measuring Progress and Setting Benchmarks for the School Readiness Indicators

February 2012



FIRST THINGS FIRST

Vision and Strategic Priorities

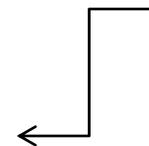
Shared Vision for Children in Arizona

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

Advisory Committees for Early Learning, Health, and Family Support and Literacy are now asked to develop achievable benchmarks (targets) to show FTF progress on the School Readiness Indicators

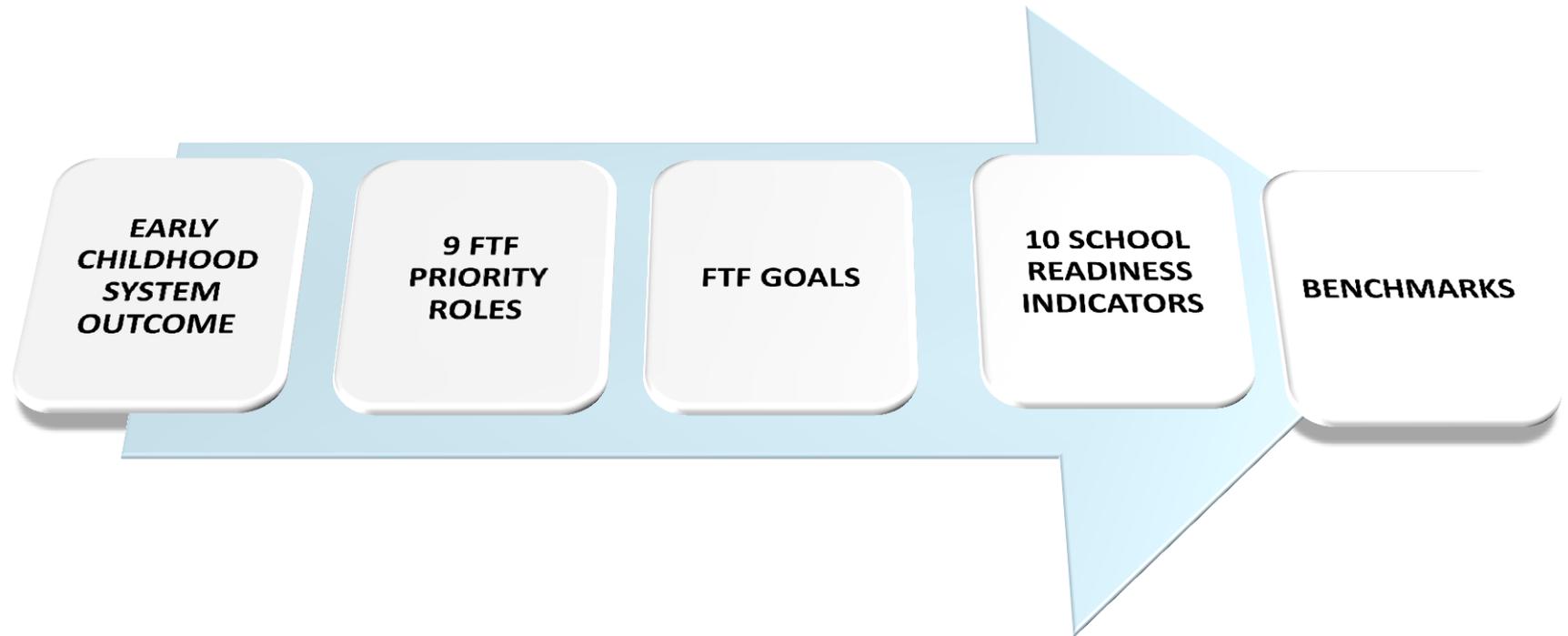


Vocabulary

- **School Readiness Indicators** provide structure and guidance to measure goals that are applicable at the state and regional levels
- **Indicator** – a measure of progress toward the system outcome
- **Benchmark** – targeted number and percentage for an indicator
- **Baseline Data** – initial data used to establish benchmark
- **Key Measure** – an interim short-term measure of progress toward the system outcome; is generally inputs and outputs



Measuring Progress

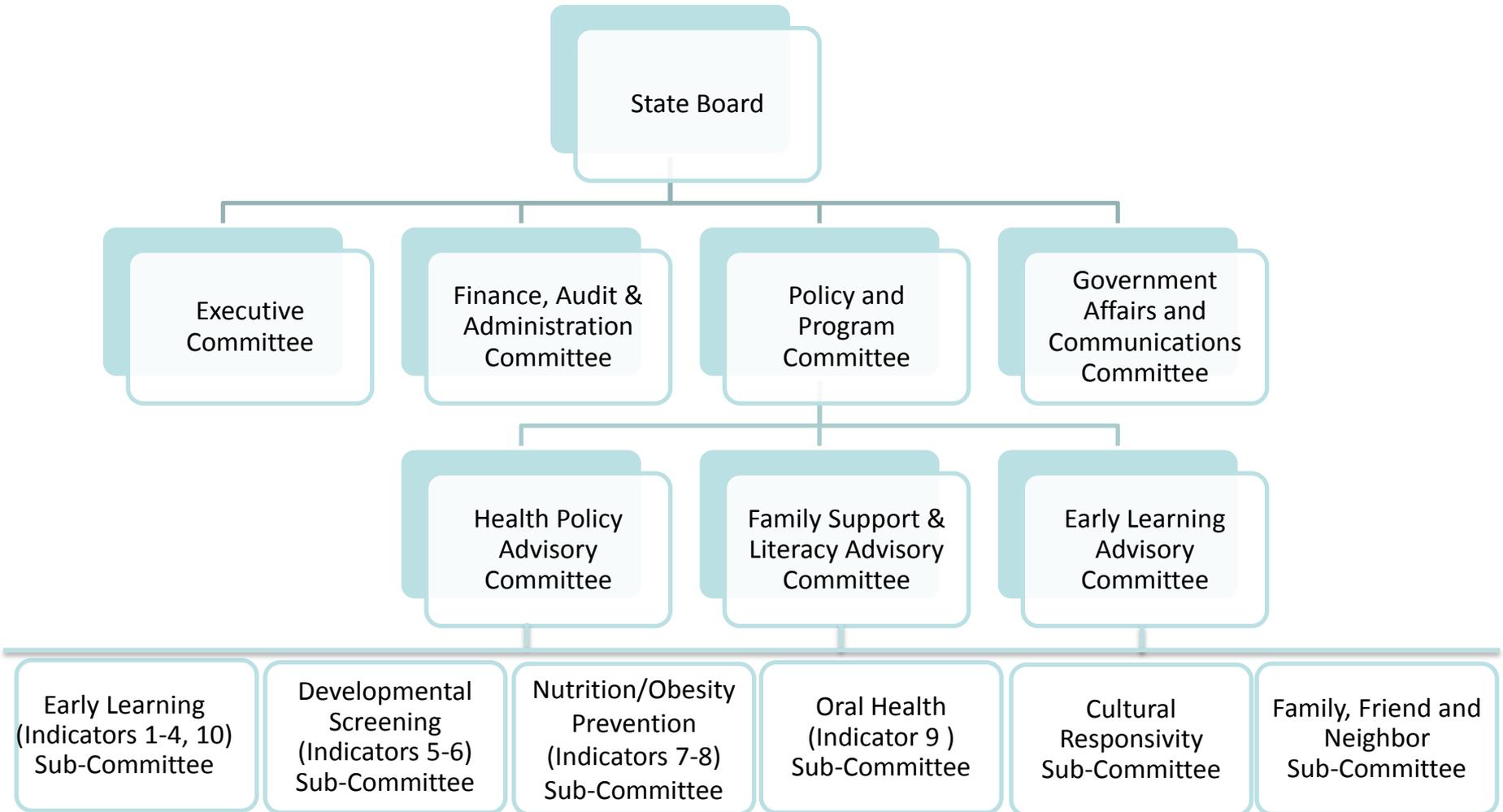


School Readiness Indicators and Benchmarks

- School Readiness Indicators and benchmarks are used as planning tools to know if we are moving in the right direction, making progress toward, or have ultimately achieved the desired result.
- FY 2013 state and regional funding plans align with School Readiness Indicators.
- Regional Councils were asked to select at least 3 highest priority indicators based on needs and asset data from the region- see *handout with regional indicator choices*
- Indicator data will be tracked annually and achievable benchmarks (targets) will be identified for the last year of each three-year funding plan cycle, so that benchmark data is available for planning for the next three-year funding plan cycle.



FTF Advisory Committees



FTF Advisory Committees

- Advisory Committees meet 3 – 4 times/year, or as often as desired
- Develop/confirm priority areas for work in 2012
- Use 4 sub-committees below to develop benchmarks:
 1. Early Learning and Family Support (Indicators 1-4, 10)
 2. Developmental Screening (Indicators 5-6)
 3. Nutrition/Obesity Prevention (Indicators 7-8)
 4. Oral Health (Indicator 9)



FTF Advisory Committees

- Some Advisory Committees may choose to form sub-committees to work on priority areas; some sub-committees have already been identified:
 1. Cultural Responsivity
 2. Family, Friend and Neighbor
 3. Professional Development (has already convened)
- Advisory Committee members indicate interest in being part of any of the sub-committees. Advisory Committee co-chairs select sub-committees members to establish quorum.
- It is recommended that 2 members from each Advisory Committee serve on each sub-committee.



Benchmark Decision Making Timeline and Process

- Review 2012 calendar for development and approval of benchmarks for School Readiness Indicators – *refer to Calendar handout*
- Sub-committees developing benchmarks review the available baseline data, data sources and methodology with FTF staff
- Determine the level of data currently available or if planning is needed for future data system development, i.e., is data available at a reasonable level to provide the data picture at a statewide level and for all FTF Regions
 - Determine if adequate data exists to establish baseline and trend line for each indicator benchmark
 - If not, recommend the data necessary to establish trend line and develop benchmark at statewide and regional levels
- Benchmarks are reviewed by Advisory Committees, recommended to Policy and Program Committee, then considered for approval by the FTF Board in August 2012
- Approved benchmarks (targets) are used at the state and regional levels in FY 2015 by FTF to check progress and for developing FY 2016 funding plans



Data Challenges

- Challenges to overcome in collecting new data or using existing data (cost, capacity, methodology)
- Some data not collected at statewide or at regional levels before
- Indicators and benchmarks track population indicators; they do not track child level outcomes, or provide program outcomes

Ultimately, the Statewide and Regional Needs and Assets reports will be dashboards for progress on School Readiness Indicators

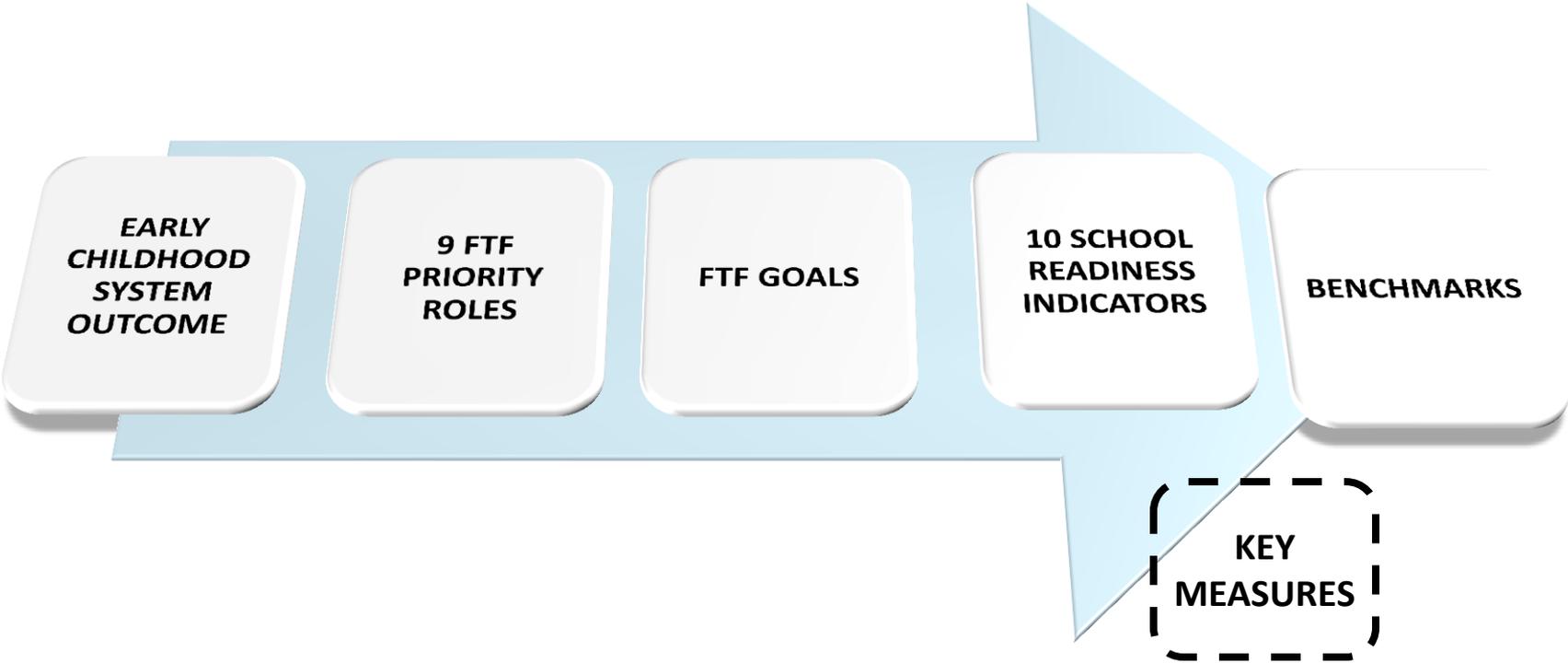


What if Data is Not Available?

- Specific Key Measures will be tracked for Regional Councils and statewide if baseline or on-going data is not currently available; however, the Key Measures will not be benchmarked.



Measuring Progress



Indicators and Benchmarks Timeline

FY 2012

- FY 2013 funding plans align with School Readiness Indicators
- Advisory Committees develop state and regional benchmarks based on available baseline data
- Planning continues for future data collection, methods and systems to obtain data at the state level and each regional level, or as close to the regional level as possible

FY 2013

- Policy and Program Committee forwards recommendations for benchmarks to the FTF Board in August 2012
- Upon Board approval, benchmarks are established at state and regional levels for School Readiness Indicators that will have available data in FY 2015
- Planning for FY 2014 aligns with School Readiness Indicators and benchmarks

FY 2014

- Planning for FY 2015 aligns with indicators and benchmarks

FY 2015

- Available School Readiness Indicator data is compared to benchmarks at state and regional levels in the last year of the three-year funding plan cycle
- Review of progress is used for planning for FY 2016 and establishment of new benchmarks for the upcoming three-year funding plan cycle

