



First Things First

All Better Off Indicators – Long and Short Term

Short Term (3 to 5 year impacts)	Long Term (5+ years impacts)	Data Source Available
Early Learning		
	<i>#/% of children entering kindergarten demonstrating readiness in all developmental domains</i>	No
	<i>#/% of children with enrolled in an early care and education program with a Quality First rating of 3-5 stars</i>	Yes
	<i>#/% of children with special rights/needs enrolled in an early care and education program with a Quality First rating of 3-5 stars</i>	Yes
% of children beginning kindergarten with undetected developmental delays or chronic health problems	% of children beginning kindergarten with undetected developmental delays or chronic health problems	Yes
% of children beginning kindergarten exiting Part B special education to regular education		Yes
<i>% of children newly identified with developmental delays at kindergarten entrance</i>		Yes
	#/% of early care and education professionals with educational background and experience comparable to a kindergarten teacher who receive an average hourly wage comparable to a kindergarten teacher in Arizona	Some State level
	<i>#/% of families who spend 10% or less of median family income for quality early childhood care and education</i>	No



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	<i>(those receiving a star rating of 3-5)</i>	
Family Support and Literacy		
% of families who report a literacy rich home environment (composite measure)		Yes State level
<i>% of families with children birth through age five who report reading to their children daily</i>		Yes State level
% of families with children birth through age five who report story telling /singing to their children daily		Yes State level
<i>% of families who report they are competent and confident about their ability to support their child's safety, health and well being</i>		Yes State level
	<i>% of children who enter kindergarten who are demonstrating age appropriate social emotional development</i>	No
	<i>% of children who enter kindergarten demonstrating age appropriate competencies in language and literacy, cognitive, motor and physical development</i>	No



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Health		
<i>#/% of children receiving timely well child visits</i>		Yes
	<i>#/% of children age 5 with untreated tooth decay</i>	Yes State level
#/% of children ages 2-5 at a healthy weight (BMI)		Yes State and some regional
	# of children who receive ongoing, routine comprehensive care within a family centered medical home	No
	# of children who receive ongoing, routine comprehensive care within a dental home	No
#/% of children identified with developmental delays by age 1		Yes
	% of children 0-5 who live in communities with a shortage of primary care medical, dental, mental health and therapy (SLP, OT, PT) providers who are qualified to work with children 0-5	No

Note: Highlighted indicators are aligned with the Priority Roles recommended by the Early Childhood Task Force and adopted by the FTF State Board.