

**“Better Off” Indicators for Priority Roles  
(Recommended FTF School Readiness Indicators)**

SCHOOL READINESS INDICATOR
1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical <i>EL-1, EL-2, EL-4, FS&amp;L-2, PD-1</i>
2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars <i>EL-1, EL-3</i>
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 <i>EL-1</i>
4. # of families satisfied with the level of cultural responsiveness of their early childhood education provider <i>EL-1</i>
5. # of families indicating the Quality First star rating system was an important factor in their choice of an early childhood education program <i>EL-1</i>
6. #/% of families that spend no more than 10% of the regional median family income on quality care and education (those receiving a Quality First star rating of 3-5) <i>EL-3</i>
7. % of children with newly identified developmental delays during the kindergarten year <i>EL-1, HLTH-2, HLTH-5, FS&amp;L-2</i>
8. # of children entering kindergarten exiting preschool special education to regular education <i>EL-1</i>
9. #/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI) <i>HLTH-3</i>
10. #/% of children receiving timely well child visits <i>HLTH-2</i>
11. #/% of children age 5 with untreated tooth decay <i>HLTH-2</i>
12. % of families who report they are competent and confident about their ability to support their child’s safety, health and well being <i>FS&amp;L-2</i>

### Other FTF Indicators for Supporting Roles

13. # of children who receive ongoing, routine comprehensive care within a family centered medical home <i>HLTH-4</i>
14. # of children who receive ongoing, routine comprehensive care within a dental home <i>HLTH-4</i>
15. #/% of children identified with developmental delays by age 2 <i>HLTH-5</i>
16. % 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 <i>HLTH-1, PD-3</i>
17. % of families that report receiving helpful information about early childhood development <i>FS&amp;L-1</i>
18. #/% 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 <i>PD-2</i>
19. % of family support and literacy providers that demonstrated core competencies in early childhood such as the infant toddler mental health endorsement <i>PD-4</i>