

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

KEY MEASURES	SCHOOL READINESS INDICATOR	LEVEL OF INDICATOR DATA AVAILABILITY	DATA SOURCE
<ul style="list-style-type: none"> a. # of early care and education programs participating in the QIRS system b. # of children enrolled in early care and education programs participating in the QIRS system c. #/% of early care and education programs participating in the QIRS system improving their rating d. #/% of children with health insurance e. #/% of children receiving appropriate and timely oral health visits f. # of children receiving standardized mental health screening g. # of primary care physicians routinely using standardized developmental and health screening tools h. % of children birth to five screened for developmental or sensory delays i. # of parent initiated referrals for developmental screenings and services j. #/% of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development k. #/% of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree l. #/% of children expelled from early care and education services m. Retention rates of early childhood development and health professionals n. % of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health o. % of families of children birth through 	<ul style="list-style-type: none"> 1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical EL-1, EL-2, EL-4, FS&L-2, PD-1 	<p>Statewide</p>	<p>Not currently available – projected external evaluation</p>

<p>age five who report they maintain language and literacy rich home environments</p> <p>p. % of families with children birth through age five who report reading to their children daily</p> <p>q. % of families with children birth through age five who report story telling or singing to their children daily</p>			
<p>a. # of early care and education programs participating in the QIRS system</p> <p>b. # of children enrolled in early care and education programs participating in the QIRS system</p> <p>c. #/% of early care and education programs participating in the QIRS system improving their rating</p> <p>d. #/% of positive ratings on measures of cultural responsiveness of environment</p> <p>e. #/% of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development</p> <p>f. #/% of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree</p> <p>g. #/% of children expelled from early care and education services</p> <p>h. Retention rates of early childhood development and health professionals</p>	<p>2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars EL-1, EL-3</p>	<p>FTF Regions</p>	<p>FTF – number of children is a projection</p>
<p>a. # of early care and education programs participating in the QIRS system</p> <p>b. # of children enrolled in early care and education programs participating in the QIRS system</p> <p>c. #/% of early care and education programs participating in the QIRS system improving their rating</p> <p>d. #/% of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development</p> <p>e. #/% of professionals working in early</p>	<p>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 EL-1</p>	<p>FTF Regions</p>	<p>FTF – number of children with special rights/needs is a projection</p>

<p>childhood care and education who are pursuing a credential, certificate, or degree</p> <p>f. #/% of children expelled from early care and education services</p> <p>g. Retention rates of early childhood development and health professionals</p>			
	<p>4. # of families satisfied with the level of cultural responsivity of their early childhood education provider EL-1</p>		<p>Not Currently Available</p>
	<p>5. # of families indicating the Quality First star rating system was an important factor in their choice of an early childhood education program EL-1</p>		<p>Not Currently Available</p>
<p>a. #/% of early care and education programs participating in the QIRS system</p> <p>b. #/% of children enrolled in early care and education programs participating in the QIRS system</p> <p>c. #/% of early care and education programs participating in the QIRS system improving their rating</p> <p>d. Current cost of early care and education for families as a proportion of the median income for a family of four</p>	<p>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) EL-3</p>		<p>Not Currently Available – (proposed Child Care Study)</p>
<p>a. #/% of children with health insurance</p> <p>b. #/% of health care providers utilizing a medical home model</p> <p>c. # of children receiving standardized mental health screening</p> <p>d. # of primary care physicians routinely using standardized developmental and health screening tools</p> <p>e. % of children birth to five screened for developmental or sensory delays</p> <p>f. # of parent initiated referrals for developmental screenings and services</p>	<p>7. % of children with newly identified developmental delays during the kindergarten year EL-1, HLTH-2, HLTH-5, FS&L-2</p>	<p>School or district - unconfirmed</p>	<p>Arizona Department of Education - unconfirmed</p>

<ul style="list-style-type: none"> a. #/% of professionals working in early childhood care and education settings with a credential, certificate, or degree in early childhood development b. #/% of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree c. #/% of children expelled from early care and education services d. Retention rates of early childhood development and health professionals 	<p>8. # of children entering kindergarten exiting preschool special education to regular education EL-1</p>	<p>School or district - unconfirmed</p>	<p>Arizona Department of Education - unconfirmed</p>
<ul style="list-style-type: none"> a. #/% of early care and education programs with access to a Child Care Health Consultant b. #/% of children with health insurance c. #/% of children receiving appropriate and timely oral health visits d. #/% of health care providers utilizing a medical home model e. % of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health 	<p>9. #/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI) HLTH-3</p>	<p>Zip code - unconfirmed</p>	<p>ADHS - unconfirmed</p>
<ul style="list-style-type: none"> a. #/% of children with health insurance b. #/% of health care providers utilizing a medical home model c. # of children who receive ongoing, routine comprehensive care within a family centered medical home d. % of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health 	<p>10. #/% of children receiving timely well child visits HLTH-2</p>	<p>Regional Behavioral Health areas – geographic service areas</p>	<p>AZ Health Survey</p>
<ul style="list-style-type: none"> a. #/% of children with health insurance b. #/% of children receiving appropriate and timely oral health visits c. #/% of oral health care providers utilizing a dental home model d. # of children who receive ongoing, routine comprehensive care within a 	<p>11. #/% of children age 5 with untreated tooth decay HLTH-2</p>	<p>Statewide – only for 20XX</p>	<p>ADHS Office of Oral Health - unconfirmed</p>

<p>dental home</p> <p>e. % of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health</p>			
<p>a. #/% of professionals who work with young children, outside of early care and education, who hold a credential, certificate, or degree in early childhood development or other appropriate specialty area</p> <p>b. % of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health</p> <p>c. % of families of children birth through age five who report they maintain language and literacy rich home environments</p> <p>d. % of families with children birth through age five who report reading to their children daily</p> <p>e. % of families with children birth through age five who report story telling or singing to their children daily</p>	<p>12. % of families who report they are competent and confident about their ability to support their child’s safety, health and well being FS&L-2</p>	<p>All non-tribal FTF regions</p>	<p>FTF Family and Community Survey</p>