Indicator 2	Number/Percentage of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
Intent:	Increase the number of children with access to affordable high quality early learning programs

Key Definitions:

Quality First Star Rating 1- 5 stars *(see attachment- QF Rating Scale)*
Quality First Child Enrollment: Number of children birth to age 5 enrolled in Quality First programs. Includes part time, and full time children

Benchmark Data Source:

Data sources considered for this indicator include:

- First Things First Quality First Rating data
- Child Care Resource and Referral (CCR&R) database
- Head Start – Program Information Report
- Market Rate Survey 2012 (Department of Economic Security) [1]

Data source selected:

A. First Things First Quality First Rating data is collected annually. This data was identified as the best data source for this indicator because consistent data are available for all regions.
B. Market Rate Survey 2012 (Department of Economic Security)

- **Numerator:** Number of children enrolled in an early care and education program (centers and homes) with a Quality First rating of 3-5 Stars
- **Denominator A:** Number of children enrolled in an early care and education program (centers and homes) with a Quality First rating of 1-5 stars
- **Denominator B:** Number of Arizona children in regulated early care and education centers and homes

Baseline (State and Region):

Baseline A (based on Denominator A)

- **2013:** In <u>Arizona</u>, **23% (10,559)** of all children (birth-5 years) enrolled in Quality First ($N = 45,967$) are in an early care and education program with a Quality First rating of 3-5 stars

- **2013:** In <u>Graham/Greenlee</u> regions, **19% (51)** of all children (birth-5 years) enrolled in Quality First are in an early care and education program with a Quality First rating of 3-5 stars

Baseline B (based on Denominator B)

- **2013:** In <u>Arizona</u>, **9% (10,559)** of all children (birth-5 years) enrolled in a regulated early care and education program are in a Quality First program with rating of 3-5 stars

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[1] Early care and education programs who do not charge for care are not included in the market rate survey calculations. For example, a Head Start program does not charge for care and so would be an example of a licensed child care provider who is not counted in the Market Rate Survey.

- **2013:** In <u>Graham/Greenlee</u> regions, 4% **(51)** of all children (birth-5 years) enrolled in a regulated early care and education program are in a Quality First program with rating of 3-5 stars

Benchmark 2020 (State and Region):

Benchmark A (based on Denominator A)

- **State Year 2020:** *In progress*

<u>*Region Benchmark A for 2020: Increase by ____ % over baseline*</u>
- **Region Year 2020:** In Graham/Greenlee region, XX% (XX) children will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

Benchmark B (based on Denominator B)

<u>*State Benchmark B for 2020: Increase by 20% over baseline*</u>
- **State Year 2020:** In Arizona, **29% (33,462)** children will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

<u>*Region Benchmark for 2020: Increase by ____ % over baseline*</u>
- **Region Year 2020:** In Graham/Greenlee region, XX% (XX) children will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

Key Measures to Monitor (sub-measures):

Recommended:
1. Number of regulated homes/centers at each rating level
2. Number of programs enrolled in Quality First
3. Number of children in regulated homes/centers at each rating level

Graham/Greenlee	2013
Percentage in relation to QF child enrollment	
Number of children (0-5yrs) enrolled in 3-5 star rated Quality First providers	51 (1 providers)
Number of children (0-5yrs) enrolled in 1-5 star rated Quality First providers	268 (8 providers)
Percentage of children in 3-5 star rated Quality First providers against all Quality First provider 1-5 star rating	19%
Number of children in 1-2 star rated Quality First Providers	217 (7 providers)
Percentage in relation to children in regulated early care and education programs (Baseline B)	
Number of children (0-5yrs) in regulated care in **District 6 (Graham County, Greenlee County, Cochise County and Santa Cruz County) (DES Market Rate Survey 2012)**[1]	2470
Number of children (0-5yrs) in regulated care in **Graham/Greenlee County** (50% of all in District 6 -- DES Market Rate Survey 2012)	1235
Number of children (0-5yrs) enrolled in 3-5 star rated Quality First providers	51
Percentage of children in 3-5 star rated Quality First providers against children in regulated care	4%
Percentage in relation to QF provider license capacity	
License capacity of 3-5 star rated Quality First providers	83 (61% at license capacity)

4. Number of slots in Quality First homes/centers

License capacity of 1-5 star rated Quality First providers	346
Number of children (0-5yrs) enrolled in 1-5 star rated Quality First providers	268
Percentage of licensed capacity for enrollment met	77%

Graham/Greenlee
School Readiness Indicator Worksheet

Step 1: Discuss the indicator and its intent. Make sure all participants understand how improvement in this indicator will positively impact the lives of children.

Indicator #2:	Number and percentage of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.
Intent:	Increase the number of children with access to affordable high quality early learning programs.

Step 2: Review the statewide trend and benchmark.

Indicator:	Number and percentage of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.
Baseline A:	23% of all children (birth-5 years) enrolled in Quality First are in an early care and education program with a Quality First rating of 3-5 stars
Baseline B:	9% of all children (birth-5 years) enrolled in a regulated early care and education program are in a Quality First program with rating of 3-5 stars
Benchmark A	In progress
Benchmark B	20 percentage points increase (Increase by 20% over baseline the number and percentage of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.) **State Year 2020 Benchmark:** In Arizona, 29% (33,462) children will be enrolled in an early care and education program with a Quality First rating of 3-5 stars

Step 3. Review the county and regional baseline data. (*see data summary sheet*)

Step 4. Review anticipated increase in 3-5 Star child enrollment based on current QF programs' anticipated progress.

Proposed percentage increase for SFY 2020 (Denominator A)	Target total number of children in 3-5 star in 2020	Est. children increased to meet benchmark or children in 3-5 star rating in 2020	Proposed percentage increase for SFY 2020 (Denominator B)
19%	51	0	4%
40% (~20 % increase from baseline)	107	56	9%
50% (~30 % increase from baseline)	134	83	11%
60% (~40 % increase from baseline)	161	110	13%
70% (~50 % increase from baseline)	188	137	15%
80% (~60 % increase from baseline)	214	163	17%
90% (~70 % increase from baseline)	241	190	20%
100% (~80 % increase from baseline)	268	217	22%

Step 5. Review controllable variables:
- Maximize use of Quality First enrollments for centers/homes (reduce unused slots)
- Increase number of centers/homes in Quality First
- Work with Quality First (3 – 5 stars) programs to increase number of children enrolled

Step 6. Set the aspirational and attainable Graham/Greenlee benchmark.

Indicator:	Number and percentage of children enrolled in an early care and education program with a Quality First rating of 3-5 stars.
Baseline A:	In Graham/Greenlee region, 19% (51) of all children (birth-5 years) enrolled in Quality First are in an early care and education program with a Quality First rating of 3-5 stars in 2013
Benchmark A:	☐ % of children enrolled in an early care and education program with a Quality First rating of 3-5 stars in 2020 ☐ Increase _____ % over the baseline by 2020
Baseline B:	In Graham/Greenlee region, 4% (51) of all children (birth-5 years) enrolled in a regulated early care and education program are in a Quality First program with rating of 3-5 stars in 2013
Benchmark B:	☐ % of children enrolled in an early care and education program with a Quality First rating of 3-5 stars in 2020 ☐ Increase _____ % over the baseline by 2020

QUALITY FIRST ⭐
FIRST THINGS FIRST

STAR RATINGS

HIGHEST QUALITY
⭐⭐⭐⭐⭐
Far exceeds quality standards

QUALITY PLUS
⭐⭐⭐⭐⭐
Exceeds quality standards

QUALITY
⭐⭐⭐⭐⭐
Meets quality standards

PROGRESSING STAR
⭐⭐⭐⭐⭐
Approaching quality standards

RISING STAR
⭐⭐⭐⭐⭐
Committed to quality improvement

NO RATING
Program is enrolled in Quality First
but does not yet have a public rating

Criteria include:

- Health and safety practices that promote children's basic well being
- Staff qualifications, including experience working with infants, toddlers and preschoolers as well as training or college coursework in early childhood development and education
- Teacher-child interactions that are positive, consistent and nurture healthy development and learning
- Learning environments, including age-appropriate books, toys and learning materials that promote emotional, social, language and cognitive development
- Lessons that follow state requirements or recommendations for infants, toddlers and preschoolers
- Group sizes that give young children the individual attention they need
- Child assessment and parent communication that keeps families regularly informed of their child's development

QUALITY FIRST
FIRST THINGS FIRST

STAR RATINGS

	RISING STAR	PROGRESSING STAR	QUALITY	QUALITY PLUS	HIGHEST QUALITY
	Committed to quality improvement	Approaching quality standards	Meets quality standards	Exceeds quality standards	Far exceeds quality standards
ERS Average Program Score	1.0 – 1.99	2.0 – 2.99	3.0 – 3.99 *No classroom score below 2.5*	4.0 – 4.99 *No classroom score below 3.0*	5.0 and above *No classroom score below 3.0*
CLASS™ Average Program Score	N/A	N/A	ES 4.5 / CO 4.5 / IS 2.0	ES 5.0 / CO 5.0 / IS 2.5	ES 6.0 / CO 6.0 / IS 3.0
Quality First Points Scale	N/A	N/A	*6-point minimum* SQ 2 / AP 2 / CA 2	*10-point minimum* SQ 2 / AP 2 / CA 2	*12-point minimum* SQ 4 / AP 4 / CA 4

ERS = Environment Rating Scales
ECERS: Early Childhood Environment
ITERS: Infant/Toddler Environment
FCCERS: Family Child Care Environment

CLASS™ = Classroom Assessment Scoring System™
ES: Emotional Support Domain
CO: Classroom Organization Domain
IS: Instructional Support Domain

Quality First Points Scale
SQ: Staff Qualifications
AP: Administrative Practices
CA: Curriculum and Assessment

School Readiness Indicators
2020 Graham/Greenlee Regional Level Benchmark Summary

Indicator #10:	**Percentage of families who report they are competent and confident about their ability to support their child's safety, health and well-being.**
Intent:	Increase the number of families who report they are competent and confident to support their child's safety, health and well-being.

Data sources considered:

- First Things First 2012 Family and Community Survey

Data sources recommended for Benchmark:

- First Things First Family and Community Survey data is collected every three years. The Family and Community Survey is designed to measure many critical areas of parent knowledge, skills, and behaviors related to their young children. The survey contains over sixty questions, some of which were drawn from the national survey, *What Grown-Ups Understand About Child Development*[1]. Survey items explore multiple facets of parenting. There are questions on overall knowledge of the importance of early childhood, questions which gauge parent knowledge of specific ages and stages, parent behaviors with their children, as well as parent practices related to utilization of services for their families.

  For the purpose of the development of Indicator 10 composite score, a sub-set of nine items was selected (see table 1 below for Indicator 10 measure). These nine items were selected because they encompass parent knowledge, parent self-report of their own levels of competency and confidence around the parenting of their young children, and parent behaviors, all of which are of key importance to support a young child's safety, health and well-being. Five of the items selected are *knowledge-based questions* that directly assess a parent's level of knowledge of key developmental areas. Two of the items selected specifically ask parents *to rate their level of competency and confidence* in their ability to support their child's learning, cognitive development, safety, health and overall well-being. Lastly, two items inquire about *parent behaviors* around the key early literacy activities of reading, telling stories and singing songs with their children. The table below (2) presents the cut points used for each of the 9 items. Six or more responses (out of nine) meeting the cut point was the composite score criteria. The scoring was determined based on the national survey key and on early childhood development research and best practice.

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[1] CIVITAS Initiative, ZERO TO THREE, and BRIO Corporation, Researched by DYG, Inc. 2000. What Grown-ups Understand About Child Development: A National Benchmark Survey. Online, INTERNET, 06/20/02.

Table 1: Indicator 10 Measure		
Knowledge-based questions	**Parent's self-rating of competency and confidence**	**Parent behaviors**
(01) When do you think a parent can begin to significantly impact a child's brain development?	(06) I am competent and confident about my ability to support my child's safety, health, and well-being.	(08) During the past week, how many days did you or other family members read stories to your child/children?
(02) At what age do you think an infant or young child begins to really take in and react to the world around them? (03) At what age do you think a baby or young child can begin to sense whether or not his parent is depressed or angry, and can be affected by his parent's mood? (04) Children's capacity for learning is pretty much set from birth and cannot be greatly increased or decreased by how the parents interact with them. (05) In terms of learning about language, children get an equal benefit from hearing someone talk on TV versus hearing a person in the same room talking to them.	(07) I am competent and confident about my ability to support my child's learning and cognitive development.	(09) During the past week, how many days did you or other family members tell stories or sing songs to your child/children?

Table 2: Data Summary											
		Knowledge-based questions					**Parent's self-rating of competency and confidence**		**Parent behaviors**		
	Sample size	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	**Baseline**: Percentage competent and confident
Cut Points		Prenatal	Right from birth	Up to 1 month	Definitely False	Definitely False	Strongly agree	Strongly agree	6 or 7 days	6 or 7 days	6 of 9 met
Statewide	3707	32%	35%	51%	63%	44%	93%	90%	51%	51%	**42%**
Graham/Greenlee	100	37%	35%	54%	73%	35%	94%	84%	48%	42%	**46%**

Baseline (2012 Family and Community Survey):

Graham/Greenlee: 46% of families report they are competent and confident about their ability to support their child's safety, health and well-being.

State: 42%[2] of families report they are competent and confident about their ability to support their child's safety, health and well-being.

Benchmark 2020:

Graham/Greenlee: *XX%* of families report they are competent and confident about their ability to support their child's safety, health and well-being.

State: 52% [2] of families report they are competent and confident about their ability to support their child's safety, health and well- being.

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[2] State baseline for Indicator 10 was 63% and benchmark was set at 73% (10 % increase) initially; however after correcting for data skewness (including weighting) the new baseline for state is 43%. We are in the process of working with state advisory committee and FTF board to reset the benchmark. The 56% state benchmark presented here is based on the 10% increase that was set as target.