

**Santa Cruz
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	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
22%	15	0
40% (~20 % increase from baseline)	28	13
50% (~30 % increase from baseline)	35	20
60% (~40 % increase from baseline)	41	26
70% (~50 % increase from baseline)	48	33
80% (~60 % increase from baseline)	55	40
90% (~70 % increase from baseline)	62	47
100% (~80 % increase from baseline)	69	54

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 Santa Cruz 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 <u>Santa Cruz</u> regions, 22% (15) 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:	<input type="checkbox"/> % of children enrolled in an early care and education program with a Quality First rating of 3-5 stars in 2020
	<input type="checkbox"/> Increase ____% over the baseline by 2020
Baseline B:	In <u>Santa Cruz</u> regions, 2.4% (15) 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:	<input type="checkbox"/> % of children enrolled in an early care and education program with a Quality First rating of 3-5 stars in 2020
	<input type="checkbox"/> Increase ____% over the baseline by 2020



FIRST THINGS FIRST

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School Readiness Indicators 2020 Santa Cruz 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.

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?	(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?
(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.		

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%
Santa Cruz	76	36%	39%	54%	68%	16%	91%	87%	57%	28%	32%

Baseline (2012 Family and Community Survey):

Santa Cruz: 32% 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:

Santa Cruz: 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.

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 42%. We are in the process of working with state advisory committee and FTF board to reset the benchmark. The 52% state benchmark presented here is based on the 10% increase that was set as target.