



FIRST THINGS FIRST

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School Readiness Indicators 2020 Phoenix/Maricopa Benchmark Summary – Indicator #2

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)

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 Arizona, **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 Phoenix/Maricopa County-based regions, **22% (6,668)** 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 Arizona, **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
- **2013:** In Phoenix/Maricopa County-based regions, **9% (6,668)** 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*

Region Benchmark A for 2020: Increase by [] % over baseline

- **Region Year 2020:** In Phoenix/Maricopa County-based regions, **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)

State Benchmark B for 2020: Increase by 20% over baseline

- **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

Region Benchmark for 2020: Increase by [] % over baseline

- **Region Year 2020:** In Phoenix/Maricopa County-based regions, **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
4. Number of slots in Quality First homes/centers

Phoenix/Maricopa Regions (excluding tribal regions)	2013
Percentage in relation to QF child enrollment (Baseline A)	
Number of children (0-5yrs) enrolled in 3-5 star rated Quality First providers	6668 (123 providers)
Number of children (0-5yrs) enrolled in 1-5 star rated Quality First providers	29921(459 providers)
Percentage of children in 3-5 star rated Quality First providers against all Quality First provider 1-5 star rating	22%
Number of children in 1-2 star rated Quality First Providers	23253 (336 providers- 18 at 1 star and 318 at 2 star)
Percentage in relation to children in regulated early care and education programs (Baseline B)	
Number of children (0-5yrs) in regulated care (DES Market Rate Survey 2012)	75,628
Number of children (0-5yrs) enrolled in 3-5 star rated Quality First providers	6668
Percentage of children in 3-5 star rated Quality First providers against children in regulated care	9%



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School Readiness Indicators 2020 South Phoenix Regional Benchmark Summary

Indicator #6:	Number/Percentage of children entering kindergarten exiting preschool special education to regular education
Intent:	Increase the number of children who transition to kindergarten without an identified special need due to timely screening, identification and delivery of effective intervention services prior to their kindergarten year

Key Definitions: According to Special Education for Exceptional Children¹ Article 4; 15-761, "Child with a disability" means a child who is at least three years but less than twenty-two years of age, who has been evaluated pursuant to section 15-766 and found to have at least one of the following disabilities and who, because of the disability, needs special education and related services:

- i. Autism.
- ii. Developmental delay.
- iii. Emotional disability.
- iv. Hearing impairment.
- v. Other health impairments.
- vi. Specific learning disability.
- vii. Mild, moderate or severe intellectual disability.
- viii. Multiple disabilities.
- ix. Multiple disabilities with severe sensory impairment.
- x. Orthopedic impairment.
- xi. Preschool severe delay.
- xii. Speech/language impairment.
- xiii. Traumatic brain injury.
- xiv. Visual impairment.

Benchmark Data Source:

Data sources considered for this indicator include:

- Arizona Department of Education (ADE) Individuals with Disabilities Education Act (IDEA) Part B data: ADE collects data annually for this indicator for all IDEA Part B preschool public school special education programs, including those public schools located in tribal communities.

¹ Arizona State Legislature, 2007 (last updated 7/19/2011 at 10:40:42 PM):

<http://www.azleg.gov/SearchResults.asp?SearchPhrase=%22child+with+a+disability%22&Scope=%2Fars%2F15&SearchedFrom=%2FArizonaRevisedStatutes.asp&x=15&y=15>

- Tribal Head Start Programs: Head Start data is a potential data source to determine the number of children who received special education services that were not provided in a public school setting.
- Bureau of Indian Education (BIE) Family and Child Education Programs (FACE): The FACE program supports parents as their child's primary teacher and also promotes the early identification and services for children with special needs, so is a potential data source of children who received special education services that are not funded through IDEA Part B.

Data source selected:

The ADE IDEA Part B preschool data that is collected annually was determined to be the best data source for this indicator, since the data is already available in an ADE administrative database. FTF will work individually with those tribal regions where a public school district is not located to determine the best data source for this indicator (Head Start, FACE program or other). The ADE data source includes information on the following 5 sub categories of disabilities²:

Developmental Delay (DD) special education category: For a child with a disability, aged three through nine (or any subset of that age range, including ages three through five), the term developmental delay is defined as a delay in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive (behavioral) development. This is measured by appropriate diagnostic instruments and procedures. Developmental Delay (DD) was formerly Preschool Moderate Delay (PMD) category.

Speech-Language Impairment (SLI): *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

It may also include: *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Preschool Speech-Language Impairment (PSL) was absorbed and is defined in the (SLI) Category.

Preschool Severe Delay (PSD): Preschool Severe Delay includes-

- *Intellectual Disability (Mental Retardation)* means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.
- *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

² National Dissemination Center for Children with Disabilities <http://nichcy.org/disability/categories>

- *Specific learning disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- *Multiple disabilities* means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
- *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Hearing Impairment (HI): *Hearing impairment* means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Visual Impairment (VI): *Visual impairment* including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Baseline (Combined Phoenix/Maricopa Regions and State):

- **Region:** In Phoenix/Maricopa regional area, **22.4%** of children served in preschool special education in **2010-2011**, exited to regular kindergarten education in **2011-2012**.
- **State:** In Arizona, **22.1%** of children served in preschool special education in **2010-2011**, exited to regular kindergarten education in **2011-2012**.

Baseline (South Phoenix Region and State):

- **Region:** In South Phoenix region, **19.6%** of children served in preschool special education in **2010-2011**, exited to regular kindergarten education in **2011-2012**.
- **State:** In Arizona, **22.1%** of children served in preschool special education in **2010-2011**, exited to regular kindergarten education in **2011-2012**.

Table 1: Phoenix and Maricopa Regions and Statewide Data

	PS SPED Kids (FY 2008-09)	PS SPED Kids Dismissed to Regular KG (FY 2009-10)	% of PS SPED kids exiting to regular KG	PS SPED Kids (FY 2009-10)	PS SPED Kids Dismissed to Regular KG (FY 2010-2011)	% of PS SPED kids exiting to regular KG	PS SPED Kids (FY 2010-11)	PS SPED Kids Dismissed to Regular KG (FY 2011-12)	% of PS SPED kids exiting to regular KG
Statewide	5607	1378	24.6%	5826	1379	23.7%	5917	1309	22.1%
Central Maricopa	738	167	22.6%	826	198	24.0%	827	161	19.5%
Central Phoenix	250	62	24.8%	224	41	18.3%	229	44	19.2%
North Phoenix	670	165	24.6%	737	182	24.7%	668	170	25.4%
Northeast Maricopa	318	83	26.1%	388	81	20.9%	371	80	21.6%
Northwest Maricopa	840	263	31%	836	186	22%	967	240	25%
South Phoenix	484	129	26.7%	515	119	23.1%	494	97	19.6%
Southeast Maricopa	856	195	22.8%	892	309	34.6%	841	203	24.1%
Southwest Maricopa	271	62	22.9%	296	59	19.9%	291	56	19.2%
Phoenix/Maricopa	4427	1126	25.4%	4714	1175	24.9%	4688	1051	22.4%

Table 2: South Phoenix Region and Statewide Data

	PS SPED Kids (FY 2008-09)	PS SPED Kids Dismissed to Regular KG (FY 2009-10)	% of PS SPED kids exiting to regular KG	PS SPED Kids (FY 2009-10)	PS SPED Kids Dismissed to Regular KG (FY 2010-2011)	% of PS SPED kids exiting to regular KG	PS SPED Kids (FY 2010-11)	PS SPED Kids Dismissed to Regular KG (FY 2011-12)	% of PS SPED kids exiting to regular KG
Statewide	5607	1378	24.6%	5826	1379	23.7%	5917	1309	22.1%
South Phoenix Total	484	129	26.7%	515	119	23.1%	494	97	19.6%
Developmental Delay	213 (44%)	57 (44%)	26.8%	199 (39%)	48 (40%)	24.1%	230 (47%)	49 (51%)	21.3%
Speech/Language Impairment	141 (29%)	51 (40%)	36.2%	172 (33%)	51 (43%)	29.7%	157 (32%)	37 (38%)	23.6%
Preschool Severe Delay, Hearing Impairment & Vision Impairment	130 (27%)	21 (16%)	16.2%	144 (28%)	20 (17%)	13.9%	107 (21%)	11 (11%)	10.3%

Benchmark (Region and State):

- **2020:** In South Phoenix region, **XX %** of children served in preschool special education exited to regular kindergarten education.
- **2020:** In Arizona, **30%** of children served in preschool special education exited to regular kindergarten education.



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School Readiness Indicators
2020 South Phoenix Regional Benchmark Summary

Table with 2 columns: Indicator #7: Number/Percentage of children age 2-4 at a healthy weight (Body Mass Index-BMI); Intent: Increase the number of children who maintain a healthy body weight

Benchmark Data Source:

Body Mass Index (BMI) is a measure used to determine childhood overweight and obesity. It is calculated using a child's weight and height. Two primary sources of Body Mass Index (BMI) data were considered for this indicator:

- Arizona Women, Infants and Children (WIC) Nutrition Program data: WIC is a federally funded program providing residents with nutritious foods, nutrition education, and referrals. WIC serves pregnant, breastfeeding, and postpartum women, and infants and children under age five who are at nutritional risk and who are at or below 185 percent of the federal poverty guidelines. This program measures BMI of all enrolled 2-4 yr. old participants for all regions of the state. WIC data is available for non-tribal regions and the Navajo Nation Regional Council (with tribal permissions) through the Arizona Department of Health Services (DHS). Data for tribal regions is available (pending tribal permissions) through the Intertribal Council of Arizona (ITCA) or tribal authorities. WIC serves a very large number of low-income 2-4 year olds and their families in Arizona; however, it does not measure the BMI of all Arizona children, only those enrolled in the WIC program. Some regions may be better represented by WIC data than others. Specifically, those communities with large percentages of the population at or below 185 percent of the federal poverty guidelines will have better measurement with the WIC data.
Arizona Health Care Cost Containment System (AHCCCS): The Arizona Health Care Cost Containment System (AHCCCS) is Arizona's Medicaid agency that offers health care programs to serve Arizona residents. Individuals must meet certain income and other requirements to obtain services. Data is collected through AHCCCS for all participants, but this data is not currently available in a standardized report, and access to the data requires permission from AHCCCS.

Data source selected:

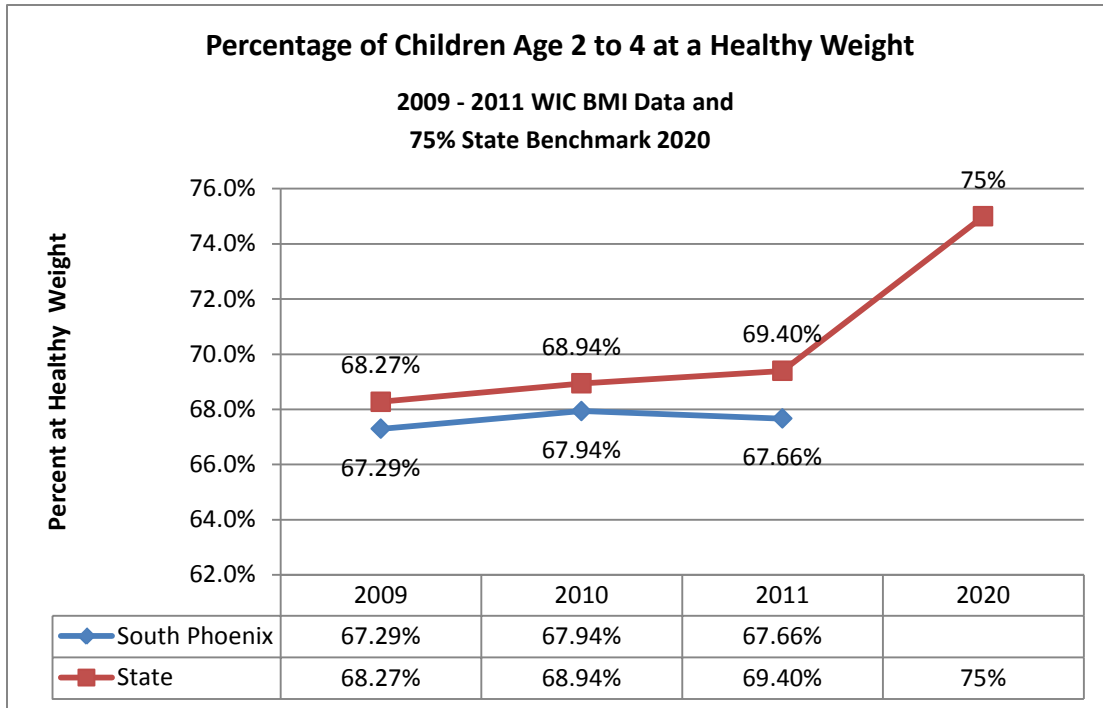
There currently is no data source that measures the BMI of all Arizona children. However, WIC data from DHS and ITCA (pending tribal permissions) were identified as best data sources for this indicator because consistent data are available for all regions and the WIC program serves a large number of Arizona 2-4 year-olds (105,968 in the initial data pull).

Baseline (Region and State):

- 2010: South Phoenix 68% (11,848) of children age 2-4 at a healthy body weight
2010: Arizona 69% (72,521) of children age 2-4 at a healthy body weight

Trend Line (Region and State):

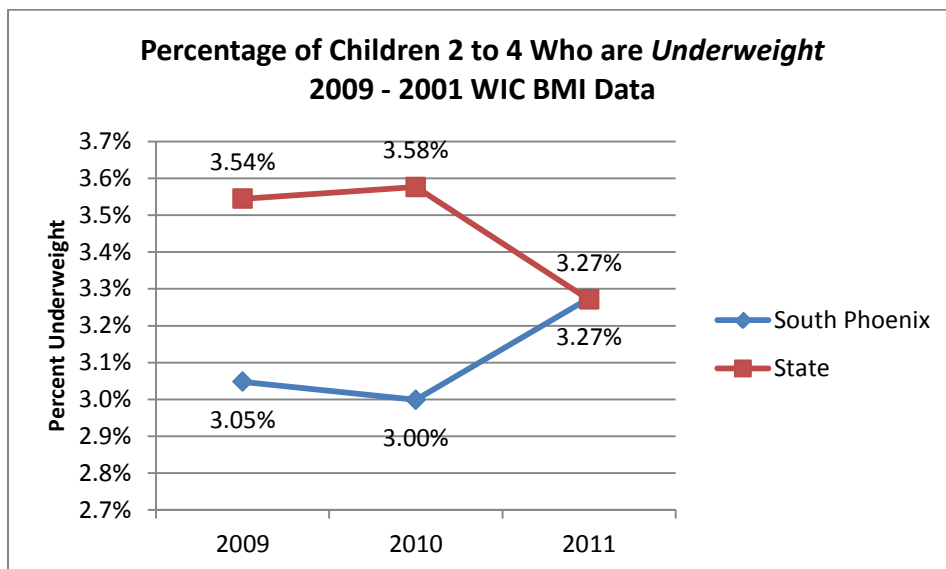
Graph 1: Percentage of children age 2 to 4 who are at a healthy weight (based on body mass index- BMI). Data displayed is presented for both the region (identified with diamonds) and state (identified with blocks) for years 2009 through 2011. The state benchmark for 2020 (75%) is also presented in this graph.



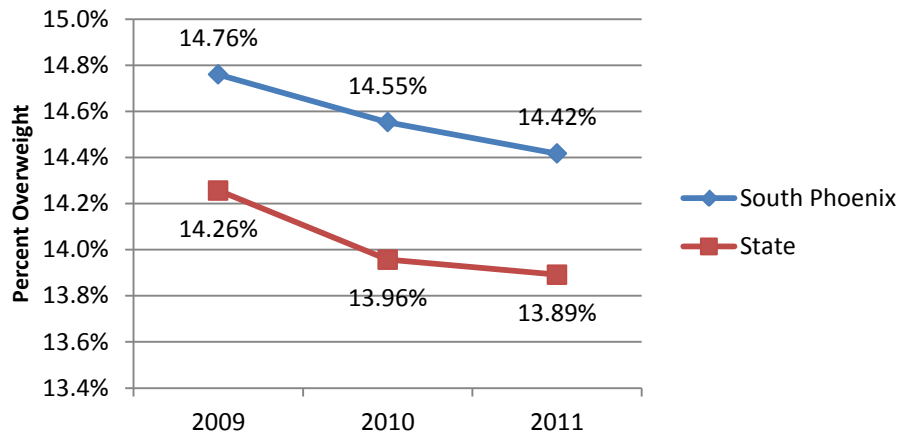
Benchmark (Region and State):

- 2020: South Phoenix **XX** % of children age 2-4 at a healthy weight (BMI) (NOTE: To be set by Regional Council)
- 2020: State 75% of children age 2-4 at a healthy weight (BMI)

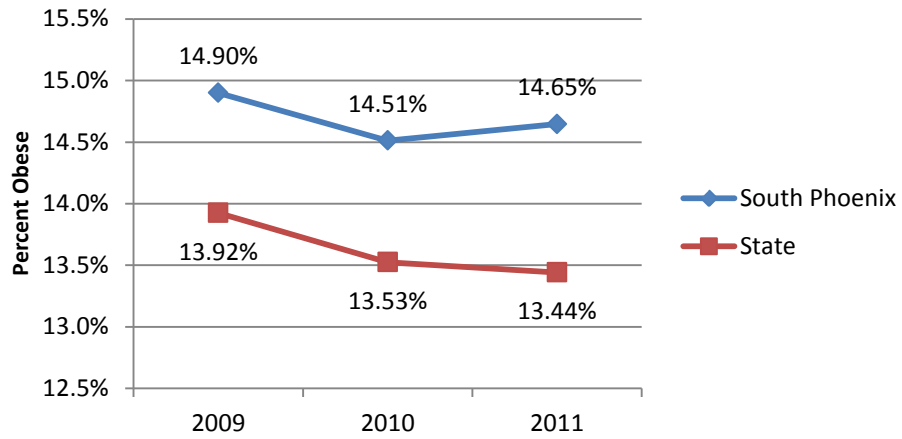
Graphs 2 - 4: Percentage of children age 2 to 4 who are Underweight, Overweight or Obese (based on body mass index- BMI). Data displayed is presented for both the region and state for years 2009 through 2011.



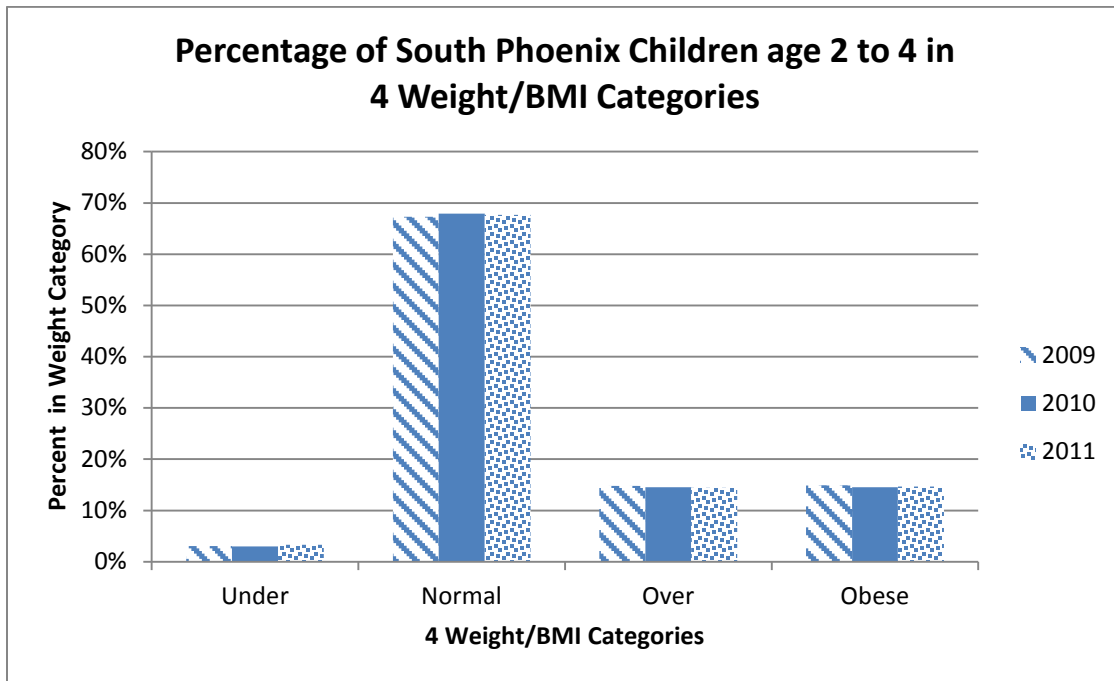
Percentage of Children who are *Overweight*
2009 - 2011 WIC BMI Data



Percentage of Children 2 to 4 Who Are *Obese*
2009 - 2011 WIC BMI Data



Graph 5: South Phoenix children age 2 to 4 presented in four weight categories (based on body mass index-BMI). Data displayed compares percentages for years 2009 through 2011.



South Phoenix: Percent and number of children in each weight category for years 2009-2011				
Year	<i>Under</i>	<i>Normal</i>	<i>Over</i>	<i>Obese</i>
2009	3.05% (N=521)	67.29% (N=11,503)	14.76% (N=2523)	14.90% (N=2547)
2010	3.00% (N=523)	67.94% (N=11,848)	14.55% (N=2538)	14.51% (N=2531)
2011	3.27% (N=558)	67.66% (N=11,531)	14.42% (N=2457)	14.65% (N=2496)



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School Readiness Indicators 2020 Phoenix/Maricopa 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.

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%
Central Maricopa	200	30%	34%	59%	77%	59%	89%	86%	50%	61%	44%
Northeast Maricopa	151	35%	30%	38%	84%	59%	94%	85%	67%	59%	52%

Northwest Maricopa	197	27%	32%	56%	68%	45%	90%	79%	54%	53%	44%
Southeast Maricopa	200	34%	45%	49%	67%	50%	95%	87%	57%	57%	49%
Southwest Maricopa	150	31%	36%	46%	50%	28%	99%	85%	44%	47%	31%
Central Phoenix	202	32%	30%	46%	53%	30%	91%	92%	42%	52%	30%
North Phoenix	200	26%	30%	59%	64%	42%	94%	91%	39%	43%	34%
South Phoenix	200	35%	29%	42%	45%	17%	90%	89%	28%	42%	28%

Baseline (2012 Family and Community Survey):

Central Maricopa: 44% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

Northeast Maricopa: 52% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

Northwest Maricopa: 44% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

Southeast Maricopa: 49% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

Southwest Maricopa: 31% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

Central Phoenix: 30% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

North Phoenix: 34% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

South Phoenix: 28% 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:

Central Maricopa: XX% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

Northeast Maricopa: XX% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

Northwest Maricopa: XX% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

Southeast Maricopa: XX% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

Southwest Maricopa: XX% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

Central Phoenix: XX% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

North Phoenix: XX% of families report they are competent and confident about their ability to support their child’s safety, health and well-being.

South Phoenix: 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.