Common Indicators for Early Childhood Social and Emotional Well-being
AT-A-GLANCE LIST

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Child Screening, Assessment, & Referrals

1. Percentage of children who have been screened for social-emotional problems (using a research-informed tool)
2. Percentage of all children with a developmental screen that indicates social-emotional difficulties who are referred for comprehensive assessment
3. Percentage of children referred for a comprehensive assessment who receive the assessment
4. Percentage of children with an assessment that identified a need for services related to social-emotional difficulties who received those services (e.g., IEP, home visits, 504 plan, Early Intervention-Part C)
5. Percentage of programs using reliable and valid social-emotional screening and assessment tools
6. Percentage of programs screening young children for social-emotional problems
7. Percentage of EC programs and initiatives offering universal screening
8. Percentage of parents or other primary caregivers who were asked if they have any concerns regarding their child's development, behavior, or learning
9. Percentage of families who request screening and assessment of their children

Adult Screening & Referrals

10. Percentage of parents or primary caregivers who receive prenatal and/or early childhood screening for parental depression
11. Percentage of parents or other primary caregivers who screen positive for parental depression (SPL Common Indicator #8)
12. Percentage of parents or primary caregivers who screen positive for parental depression who are referred for mental health services
13. Percentage of parents or primary caregivers who are referred for services for parental depression who receive mental health services

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14. Percentage of parents or other primary caregivers reporting reduced symptoms of depression
15. Percentage of providers making referrals for families to services (e.g., related to parental stress, depression, trauma, substance abuse issues)
16. Percentage of providers with strong knowledge of community resources and services for children and families (e.g., welfare, WIC, mental health, substance abuse treatment)

Mental Health Consultation

17. Percentage of children and families in programs that offer early childhood mental health consultation (ECMHC)
18. Percentage of programs that use evidence-informed ECMHC
19. Percentage of primary health care providers who refer children and families to behavioral health services
20. Percentage of providers reporting stress and burnout
21. Percentage of providers reporting decreased stress levels (SPL Common Indicator #5)

Home Visiting

22. Percentage of home visiting programs that offer enhanced home visiting
23. Percentage of children and families eligible for participating in an enhanced home visiting program who enrolled (annually/over the grant period)
24. Percentage of programs using evidence-informed home visiting models

25. Percentage of planned home visits that were completed
26. Proportion of enhanced home visiting slots relative to need
27. Percentage of families reporting they are satisfied with enhanced home visiting services
28. Percentage of mothers in home-visiting programs who have unintended pregnancies while enrolled in the program

Child Development Concerns & Competencies

29. Percentage of children exhibiting behavior problems
30. Percentage of children with moderate to serious difficulty following directions
31. Percentage of providers/programs using a validated assessment tool (vs. a screening tool) to assess children's social-emotional skills/competencies
32. Percentage of providers/programs that implement evidence-informed curricula for social skills development
33. Percentage of children demonstrating improved social-emotional skills/functioning (SPL Common Indicator #1)
34. Percentage of children with positive social behaviors with their peers
35. Percentage of children demonstrating school readiness skills at kindergarten entry (e.g., literacy skills, cognitive skills, social-emotional skills, as measured with an assessment vs. screen)

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36. Percentage of children in elementary schools demonstrating age-appropriate skills in kindergarten through 3rd grade (e.g., literacy skills, cognitive skills, social-emotional skills, as measured with an assessment vs. screen)
37. Percentage of children with undetected developmental delays or chronic health problems at kindergarten entrance

Trauma-Informed Approaches

38. Percentage of children with two or more adverse childhood experiences (ACES)
39. Percentage of providers trained in trauma-informed care
40. Percentage of children who receive screening for trauma
41. Percentage of children who screen positive for trauma
42. Percentage of children who screen positive for trauma and are referred for trauma services
43. Of children who are referred for evidence-based/evidence-informed trauma treatment, percentage who receive services for trauma
44. Percentage of parents or primary caregivers who receive screening for trauma
45. Percentage of parents or primary caregivers who screen positive for trauma
46. Percentage of parents or primary caregivers who screen positive for trauma and are referred for trauma services

47. Of parents or primary caregivers who are referred, percentage who receive services for trauma

Child Injury, Abuse, and Neglect

48. Child visits per child population to the emergency room or hospitalizations for preventable injury
49. Percentage of families with substantiated reports of child abuse and neglect
50. Percentage of providers with substantiated reports of child abuse and neglect
51. Percentage of providers who receive training on mandated reporting of child abuse and neglect
52. Percentage of programs with policies prohibiting the use of corporal punishment, restraint, or seclusion
53. Rate of child maltreatment reports
54. Percentage of children in stable out-of-home placements (no more than one out-of-home placement; or, two out-of-home placements if the second placement achieves permanency, i.e., adoption, guardianship, reunification)

Provider Competencies

55. Percentage of providers who report an improved ability to manage children's difficult behaviors
56. Percentage of providers demonstrating improvements in provider-child interactions
57. Percentage of providers demonstrating or reporting improvements in provider-family interactions/family engagement

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Disciplinary Approaches

58. Percentage of children suspended/ expelled from programs serving children birth to age eight (SPL Common Indicator #2)
59. Percentage of children expelled from programs serving children birth to age eight
60. Percentage of child care programs with supportive discipline or expulsion prevention policies
61. Percentage of parents or other primary caregivers who use positive discipline techniques
62. Percentage of parents or other primary caregivers who use harsh discipline techniques (self-report and observational measures)

Parent Competencies

63. Percentage of parents or other primary caregivers engaged in children's learning at school (e.g., participation in school activities, contribution to school activities, sharing of cultural traditions, meetings with teachers)
64. Percentage of parents or other primary caregivers who report improved ability to manage children's difficult behaviors (using an observational or adult-report assessment)
65. Percentage of parents or other primary caregivers demonstrating or reporting improvements in parenting (e.g., responsiveness, nurturing, and positive discipline) (SPL Common Indicator #3)
66. Percentage of parents or other primary caregivers demonstrating or reporting

confidence in their parenting practices (using an observational or self-report assessment)
67. Percentage of parents or other primary caregivers demonstrating positive parenting behaviors (e.g., positive discipline, support for learning, encouragement)
68. Percentage of children read to daily by parents or primary caregivers
69. Percentage of children who are sung to or told stories to every day by parents or primary caregivers

Family Strengths

70. Percentage of families that eat at least one meal together each day (or at least X times/week)
71. Percentage of families exhibiting positive parent-child interactions
72. Percentage of children demonstrating secure attachments with parents or other primary caregivers (using an observational assessment)
73. Percentage of parents or other primary caregivers reporting reduced stress (SPL Common Indicator #4)
74. Percentage of parents or other primary caregivers reporting increased life satisfaction (during a specified timeframe)
75. Percentage of parents or other primary caregivers reporting improved social support (SPL Common Indicator #9)
76. Presence of one or more family protective factors

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Workforce Qualifications

77. Percentage of providers that have been credentialed to teach or care for young children (e.g., Child Development Associate [CDA])
78. Percentage of providers with a bachelor's degree and/or specialized training in early childhood development
79. Percentage of early childhood education providers with state certification in early childhood development

Training/Professional Development

80. Percentage of providers in a program/community/state/tribe that have received training on how to administer developmental screenings or assessments
81. Percentage of providers in the community/state/tribe that have received an evidence-informed training in the social-emotional needs of young children (during the past year? ever?)
82. Percentage of programs offering trainings to providers on the social-emotional needs of young children at times that are most convenient for them (e.g., during regular work hours)
83. Percentage of trainings a community, state, or tribe offers providers on the social-emotional needs of young children
84. Percentage of programs offering trainings to parents or primary caregivers on the social-emotional needs of young children at times that

are most convenient for them (e.g., outside of regular work hours)

Program Quality

85. Of all slots in child care homes, percentage of children served by accredited child care homes
86. Of all slots in child care centers percentage of children served by accredited child care centers
87. Percentage of programs that have been accredited (e.g., NAEYC, NAFCC)
88. Percentage of staff in participating programs that have received IECMH Endorsement, in a state with an endorsement system
89. Percentage of children attending early care and education centers with high quality ratings
90. Percentage of providers remaining employed with the program (i.e., decreased turnover)

Accessing Community Resources

91. Percentage of providers who link families having difficulty getting their basic needs met to community resources for obtaining concrete supports
92. Percentage of eligible families who receive child care subsidies
93. Percentage of parents or other primary caregivers who report receiving adequate help to address their children's social-emotional needs
94. Ratio of behavioral health providers to population, for services that are co-located or embedded within the target community

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95. Percentage of families who are referred for services who are waitlisted for more than 1 month before accessing services
96. Increase in Medicaid reimbursement rates for evidence-informed practices promoting the social-emotional well-being of young children and their families

Approaches to Addressing Disparities
97. Percentage of providers and/or programs that routinely provide communications (e.g., parent-teacher conferences, assessment results, newsletters, other information) in the family's preferred language, including obtaining translation services as needed
98. Percentage of providers that have received training on cultural sensitivity and responsiveness
99. Percentage of service providers trained on CLAS standards
100. Percentage of providers who receive training in cultural influences on early childhood social and emotional development.
101. Percentage of programs incorporating families' cultural beliefs, traditions, and practices into program activities

Prenatal & Pediatric Care
102. Percentage of young mothers (less than 21 years at first birth) who have an additional pregnancy or birth while enrolled in a program
103. Percentage of pregnant mothers who received a postpartum visit with a healthcare provider within eight weeks of delivery
104. Percentage of pregnant mothers who receive standard prenatal care during pregnancy
105. Percent of children who received the last recommended visit based on the American Academy of Pediatrics (AAP) schedule

Policies & Finance
106. State/tribal policies to support early childhood workforce development
107. System policies requiring coordination of screening and assessment across early childhood education and elementary school systems
108. Program policies in place requiring that programs use evidence-informed practices to support the social-emotional needs of young children
109. State or tribe has developed early learning standards for the social-emotional development of young children
110. Policies adapted to address the cultural beliefs, values, and practices of young children and their families
111. Percentage of programs with written policies to support early childhood workforce development related to social and emotional development and well-being (SPL Common Indicator #6)
112. State/tribal financing system supporting the coordination of services to address the social-emotional needs of young children and their families

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113. State/tribal policy and/or finance mechanism requiring social-emotional screening in early childhood education programs throughout the state, across a tribal community, or across both state and tribal communities
114. Policies requiring use of data to inform improvement of services to promote the social-emotional well-being of young children and their families

Service and Data Systems

115. Percentage of programs or community/state/tribal initiatives that have a formal process in place to identify barriers that prevent children and families from receiving the services they need
116. Percent of programs or community/state/tribal initiatives that collaborate to address identified barriers that prevent children and families from receiving the services they need
117. Percentage of work group, advisory group, council members who are consumers or family members
118. Percentage of programs designed to promote the social-emotional well-being of young children and their families that have up-to-date and accurate data systems
119. Percentage of programs with the ability to link data with other programs aimed at promoting the social-emotional well-being of young children and their families

120. Integrated data systems across early childhood service systems (within a state or tribal community or between a tribal community and a state system)

Collaboration & Coordination

121. Evidence of collaborative policies, initiatives, or funding streams to support early childhood workforce development trainings
122. Percentage of stakeholders who express a high level of satisfaction with the level of coordination among programs or initiatives that address the social-emotional needs of young children
123. Percent of aggregate budgets earmarked to support collaboration activities among community EC stakeholders
124. Formal agreements or policies in place specifying coordination within and among tribal and state systems serving young children and their families
125. Formal agreements or policies in place specifying statewide or tribal coordination (or between states and tribal communities) of workforce development initiatives
126. Percentage of early childhood programs or initiatives that have adopted common indicators of child and family outcomes that can be used for collective impact analysis
127. Percentage of children with identified social- emotional challenges transitioning from one program or

service to another (e.g., EHS to HS, child care to kindergarten) with providers who coordinate their services (a.k.a. "smooth handoff")

128. Percentage of parents or other primary caregivers who are satisfied with the coordination of their children's services across behavioral health and primary care

129. Percentage of programs with written policies to improve access for underserved racial and ethnic populations to services that promote social and emotional well-being for children and their families (SPL Common Indicator #7)

130. Percentage of parents who experienced homelessness who are no longer homeless