

*School Readiness Indicators Initiative:
Making Progress for Young Children*

Residency Roundtable Series

A compiled list of Prioritized Indicators

January 2004

**School Readiness Indicators Initiative:
Making Progress for Young Children**

**Residency Roundtable –
Indicators of Social and Emotional Development of Young Children**

***Omni Berkshire Place Hotel
New York City
April 10th and 11th, 2002***

Participating States:

Arkansas, Arizona, California, Colorado, Connecticut, Kansas, Kentucky, Massachusetts, Maine, Missouri, New Hampshire, New Jersey, Rhode Island, Vermont, Virginia, Wisconsin

Purpose:

This meeting is the first in a series of small work sessions to help states make accelerated progress in selecting and/or developing school readiness indicators in priority areas. Participants include state agency data and policy staff from Early Intervention, Early Childhood, Education, Health, Mental Health, Human Services and Governor's Offices as well as state school readiness team members from child policy organizations, universities, and Head Start. The roundtable will focus on indicators related to the healthy social and emotional development of children from birth to age eight. Indicators will reflect state investments in programs and policies for young children and families as well as child outcomes. Participants will receive background materials prior to the meeting in order to inform the discussion.

Meeting Objectives:

- To identify the issues that are critical to the healthy social and emotional development of young children, including family environment, community conditions, child characteristics, and service systems for young children and their families.
- To consider a set of school readiness indicators that reflect child outcomes (healthy social and emotional development of infants, toddlers, pre-schoolers and early elementary school children) as well as systems outcomes (state policies and programs that affect young children and families).
- To select core indicators to track progress in supporting the healthy social and emotional development of young children from birth to age 8.
- To identify potential data sources for indicators of the healthy social and emotional development of young children.

The School Readiness Indicators Initiative is supported by the David and Lucile Packard Foundation, the Ewing Marion Kauffman Foundation, and the Ford Foundation. This 16-state national initiative is managed by Rhode Island KIDS COUNT.

***School Readiness Indicators Initiative:
Making Progress for Young Children***

***Residency Roundtable:
Indicators of Social and Emotional Development of Young Children***

***April 10th – 11th, 2002
New York City, NY***

Prioritized Indicators of Social and Emotional Readiness

The following document represents a proposed list of social and emotional readiness indicators developed by the participants in the School Readiness Indicators Initiative's Residency Roundtable. Small groups of participants met during the Residency Roundtable to examine a brainstormed list of social and emotional indicators developed by the participants the day before. Using the brainstormed list as a starting point, the small groups prioritized the indicators they felt were the most critical to measuring social and emotional readiness in young children. These are the indicators listed below.

The indicators are placed into categories:

- Child Outcomes
- Child Factors
- Family Environment
- Community Conditions
- Service Systems: Health
- Service Systems: Early Care and Education
- Service Systems: Schools
- Service Systems: Child Welfare
- Service Systems: All Systems

This list should be viewed as a work in progress, not a final product. Individual states may or may not be measuring these indicators and may have indicators not listed here. The language is taken directly from the participants and the indicator worksheet.

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CHILD OUTCOMES

- % of k students who can establish and maintain positive relationships with peers and adults* [*% of K students who can appropriately initiate and maintain relationships with peers and adults*].
- % of k students who can appropriately initiate and maintain relationships with peers and adults [*% of K students who can appropriately initiate and maintain relationships with peers and adults*].
- % of k students who can function appropriately in group learning activities, participating actively, taking turns, following directions and working cooperatively* [*% of K students who can appropriately participate in group activities by taking turns, following directions, and working cooperatively*].
- % of k students who can appropriately participate in group activities.
- measure of positive skills at school entry.
- % of students who are disruptive at school entry (fallback = suspension rates k-2) [*% of K students who are disruptive in class*].
- # of children in out-of-home treatment for mental health 0-8 (psych hospital, therapeutic foster care, etc.).
- # of children diagnosed with failure to thrive (needs work).

CHILD FACTORS

- vulnerable child index** (definitely worth developing over time, needs more work) [*Vulnerable children "index" - # of children with one or more risk factors, including domestic violence, substance abuse, maternal depression, homelessness, incarcerated parent, ...*].
- children suspended or expelled from k [*Children suspended from kindergarten*].
- children suspended or expelled from early care and education programs/settings [*% children expelled from child care*].
- % of children with serious emotional/behavioral problems [*% of children exhibiting high levels of behavioral and emotional problems (NSAF measure), # of children with serious emotional or mental health problems*].

FAMILY ENVIRONMENT

- child abuse and neglect rates** [*Child abuse and neglect rates*].
- new babies risk (# of babies born with multiple risks) [*% of infants born to families with multiple risk factors (e.g. poverty, low maternal education, teen parent)*].
- family economic security [*Family economic security: % of children in poverty, % of children in families with secure parental employment, i.e. at least one parent works full-time, year-round, % of children in families receiving cash assistance*].
- school mobility rate [*Student mobility rates (% of children who did not complete a full school year by school district)*].
- % of infants born to women with a history of substance abuse and “major” mental health problems [*% of infants born to women with a history of substance abuse and/or mental health problems, Mental health during pregnancy, % of children in families in which the parent is clinically depressed or reported symptoms of depression (NSAF measure)*].
- socio-demographic risk index [*% of infants born to families with multiple risk factors (e.g. poverty, low maternal education, teen parent); Teen birth rate; % of births to mothers with less than high school education; NSAF Family Stress Index – includes poverty, hunger, high housing costs, other measures of stress*]
 - births to teen parents
 - single parents
 - poverty
 - low education
- vulnerable child index (#/% of children with each and multiple) [*% of infants born to women with a history of substance abuse and/or mental health problems, Mental health during pregnancy, % of children in families in which the parent is clinically depressed or reported symptoms of depression (NSAF measure), Family mobility rates - # of times child has moved in the past year*]
 - caretaker substance abuse
 - domestic violence
 - caretaker mental illness
 - homelessness
 - incarceration of caretaker
 - mobility
 - abuse/neglect
- family index of risk* (needs work) [*% of infants born to women with a history of substance abuse and/or mental health problems; Mental health during pregnancy; % of children in families in which the parent is clinically depressed or reported symptoms of depression (NSAF measure); NSAF Family Stress Index – includes poverty, hunger, high housing costs, other measures of stress*]
 - including substance abuse, mental health

COMMUNITY CONDITIONS

- level of violence** [*Level of community violence, safe neighborhoods: Crime rates, Injuries and deaths due to guns, Injury rates*].
- connection to community supports* [*Connections to community support networks (ex. extended family, friends, churches, community groups, social networks)*].
- density of children.
- % of children living in high risk neighborhoods, defined by crime rate, injuries due to guns [*Level of community violence, safe neighborhoods: Crime rates, Injuries and deaths due to guns, Injury rates*].
- % of children growing up in neighborhoods of concentrated poverty [*% of families at various income levels by community and neighborhood*].
- some measure of “primary supports” (needs work) [*Availability of parks, libraries, recreation program*]
 - parks and rec programs
 - libraries
 - church groups

SERVICE SYSTEMS: HEALTH

- % of children with a developmental screening at ages 3 and 5 that includes a social-emotional development component using appropriate tools** [*% of children with a developmental screening at age 3 that includes social-emotional screening, using appropriate tools*].
- the number of qualified mental health professionals available by community (locally accessible) with training in dealing with children and families in 0-5 age range.
- prenatal screening re: depression, substance abuse, domestic violence [*Prenatal clients are screened for maternal depression, substance abuse, domestic violence and referred for help*].
- mental health parity [*Public health insurance provides reimbursement for relationship-based therapies (parent-child), Public health insurance provides reimbursement for developmental screening and needed follow-up services*].
- % of children who have a medical and dental home with access to mental health consultation [*Primary care providers have access to mental health consultation, Children have a consistent primary care provider (medical home)*].
- % of children with a periodic developmental screening from birth that includes social-emotional screening, family risk factors / % of those in need referred for appropriate services [*% of children with a developmental screening at age 3 that includes social-emotional screening, using appropriate tools; Children receiving developmental screening who are identified as at risk are linked into Early Intervention and/or Special Education*].
- % of prenatal screenings for depression, etc. (needs work) [*Prenatal clients are screened for maternal depression, substance abuse, domestic violence and referred for help*].
- “some measure” of reimbursement/current use of mental health services for publicly insured kids (needs work) [*Public health insurance provides reimbursement for relationship-based therapies (parent-child), Public health insurance provides reimbursement for developmental screening and needed follow-up services*].

SERVICE SYSTEMS: EARLY CARE AND EDUCATION

- % of providers with training in strategies to support positive behavior and emotional development [*% of child care providers with high quality training in child development and relationship-based practices (in the past year)*].
- % of providers with access to resources to help when a problem has emerged with a child's behavioral or emotional development.
- % of preschool age children in early care and education who are in high quality programs (add "training" to list of quality components) [*% of pre-school children in high quality child care: Child/staff ratios, Low turnover rates, Developmental curriculum, Access to mental health consultation, Access to health and safety consultation, Professional credentials of staff*].
- % of infants in early care and education who are in high quality programs (add "training" to list of quality components) [*% of infants in high quality infant/toddler care (define set of indicators including access to an infant toddler specialist)*].
- mental health consultation, child care.
- # of kids with emotional or behavioral disorder diagnoses in first years of school, not in EI/Part B system before.
- # of kids "beyond the capacity of the system" to serve because of mental health (needs work).

SERVICE SYSTEMS: SCHOOLS

- % of all children who are in special ed with a diagnoses of behavior/emotional disorder *[# of children in special education programs with a diagnoses of behavioral/emotional disorders (note: speech and language disorders are often used as the diagnosis for social-emotional issues in young children)].*
- student mobility measure-% of kids who moved more than one time in a year.
- mental health consultation, k-3 *[Process for addressing social-emotional needs of children in the classroom].*
- # of kids with emotional or behavioral disorder diagnoses in first years of school, not in EI/Part B system before *[% of Kindergarten children receiving special education (have an IEP) who were not enrolled in Early Intervention and/or Special Education prior to school entry].*
- # of kids “beyond the capacity of the system” to serve because of mental health (needs work).

SERVICE SYSTEM: CHILD WELFARE

- % with 2 or more moves** *[% of children in the foster care system with more than two moves in the past 24 months (use federal child welfare outcome measure)].*
- % with re-entry* *[% of children reentering the foster care system within the past 12 months (use federal child welfare outcome measure)].*
- % of kids in foster care who are screened* *[% of children in the child welfare system who are screened for eligibility for Early Intervention or Special Education services].*
- child welfare workers trained in child development or access to a consultant.

SERVICE SYSTEMS: ALL SYSTEMS

(note: include other systems)

- children suspended/expelled from preschool/child care, kindergarten, and 3rd grade (and retention rates)* *[Children suspended from kindergarten, First grade promotion and retention rates].*
- competencies of preschool, afterschool, teachers, specialists, administrators to address social/emotional issues *[Competencies of child care and school administrators].*
- % of early childhood programs/providers with high quality training in child development/relationship-based practices in the past year *[% of child care providers with high quality training in child development and relationship-based practices (in the past year)].*
- early care programs have a specific set of strategies to address social/emotional development *[Child care/preschool settings have a specific set of strategies that address social/emotional development of children].*
- access to mental health consultation *[Primary care providers have access to mental health consultation].*
- screening for social/emotional issues 0-8 (access, appropriate) *[% of children in the child welfare system who are screened for eligibility for Early Intervention or Special Education services].*

**School Readiness Indicators Initiative:
Making Progress for Young Children**

**Residency Roundtable –
Indicators of Language and Literacy Development of Young Children**

***Boston Marriott Long Wharf
Boston, MA
September 19th and 20th, 2002***

Participating States:

Arkansas, Arizona, California, Colorado, Connecticut, Kansas, Kentucky, Massachusetts, Maine, Missouri, New Hampshire, New Jersey, Rhode Island, Vermont, Virginia, Wisconsin

Purpose:

This meeting is the second in a series of small work sessions to help states make accelerated progress in selecting and/or developing school readiness indicators in priority areas. Participants include state agency data and policy staff from Early Intervention, Early Childhood, Education, Health, Human Services and Governor's Offices as well as state school readiness team members from child policy organizations, universities, and Head Start. The roundtable will focus on indicators related to the healthy language and literacy development of children from birth to age eight. Indicators will reflect state investments in programs and policies for young children and families as well as child outcomes. Participants will receive background materials prior to the meeting in order to inform the discussion.

Meeting Objectives:

- To identify the issues that are critical to the language and literacy development of young children, including family environment, community conditions, child characteristics, and service systems for young children and their families.
- To consider a set of school readiness indicators that reflect child outcomes (language and literacy development of infants, toddlers, pre-schoolers and early elementary school children) as well as systems outcomes (state policies and programs that affect young children and families).
- To select priority indicators to track progress in supporting the language and literacy development of young children from birth to age 8.
- To identify potential data sources for indicators of the language and literacy development of young children.

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***Residency Roundtable:
Indicators of Language and Literacy Development of Young Children***

***September 19th – 20th, 2002
Boston, MA***

Prioritized Indicators of Language and Literacy Development

The following document represents a proposed list of language and literacy indicators developed by the participants in the School Readiness Indicators Initiative's Residency Roundtable. Small groups of participants met during the Residency Roundtable to examine a brainstormed list of language and literacy indicators developed either by the participants the day before or by states involved with the Initiative. Using the brainstormed list as a starting point, the small groups prioritized the indicators they felt were the most critical to measuring language and literacy development in young children. These are the indicators listed below.

The indicators are placed into categories:

- Ready Child: Physical Well-Being and Motor Development
- Ready Child: Social and Emotional Development
- Ready Child: Approaches to Learning
- Ready Child: Language and Literacy Development
- Ready Child: Cognition and General Knowledge
- Family Environment
- Community Conditions
- Ready Schools
- Effective Services: Early Care and Education
- Effective Services: Family Literacy

This list should be viewed as a work in progress, not a final product. Individual states may or may not be measuring these indicators and may have indicators not listed here. The language is taken directly from the participants and the indicator worksheet.

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READY CHILD: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

- % of children at school entry with special health care needs such as lead poisoning and severe asthma (need to define “special education needs”) [*Children with special health care needs; % of children with untreated disability at school entry requiring intervention*]
- % of children with untreated hearing/vision problems at school entry**
- % of children with untreated disability at school entry requiring intervention
- % of children at age of school entry who have undetected vision, hearing, medical, or dental problems [*% of children with undetected hearing, vision or dental needs at time of entry into school*]
- % of children birth through age of school entry receiving regular health screening, including vision, hearing, medical, and dental screening [*% of children with undetected hearing, vision or dental needs at time of entry into school; % of newborns receiving a hearing screening*]
- % of children screened for vision, hearing, dental and developmental problems by age 3 [*% of first-graders screened for vision and hearing problems, i.e. % of reported first grade enrollment reported screened for vision, hearing; children with undetected hearing, vision or dental needs at time of entry into school; % of newborns receiving a hearing screening*]
- % of children screened for hearing/vision at K entry [*% of first-graders screened for vision and hearing problems, i.e. % of reported first grade enrollment reported screened for vision, hearing; children with undetected hearing, vision or dental needs at time of entry into school; % of newborns receiving a hearing screening*]
- % of kids who get periodic vision, hearing and dental screenings [*% of first-graders screened for vision and hearing problems, i.e. % of reported first grade enrollment reported screened for vision, hearing; children with undetected hearing, vision or dental needs at time of entry into school; % of newborns receiving a hearing screening*]
- % of regularly screened children who need treatment for identified needs (measurable?)
- % of students with chronic, preventable health conditions
- % of children identified at age of school entry as needing treatment who actually receive it
- % of children with identified needs who receive appropriate services

READY CHILD: SOCIAL AND EMOTIONAL DEVELOPMENT

- Understands and uses language and engages in meaningful dialogue at age-appropriate level *[Engages in meaningful dialogue at age-appropriate level]*
- % of kindergarten children who can engage in meaningful dialogue at age-appropriate level 4-6 weeks into school year (English language learners?) *[Engages in meaningful dialogue at age-appropriate level]*
- Engages in meaningful dialogue at age-appropriate level
- Communicates needs, wants, or thoughts *[Communicates needs, wants, or thoughts in primary language (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*
- Communicates needs, wants, or thoughts in primary language *[Communicates needs, wants, or thoughts in primary language (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*
- % of children who express needs, wants, or thoughts using verbal or nonverbal communication at an appropriate developmental level using their primary language *[Communicates needs, wants, or thoughts in primary language (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*
- % of K students who can appropriately initiate and maintain relationships with peers and adults

READY CHILD: APPROACHES TO LEARNING

- Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences
- % of children who demonstrate eagerness to learn about and discuss a growing range of topics, ideas, and tasks
- Engages in imaginative play (uses language to pretend or create) *[Engages in imaginative play (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*
- % of children who engage in imaginative play to promote oral language development *[Engages in imaginative play (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*
- Understands simple directions, requests and information *[Understands simple directions, requests and information (% students “practicing” or “performing independently” 4-6 weeks into the school year)]*

READY CHILD: LANGUAGE AND LITERACY DEVELOPMENT

- Children in K-3 who perform sufficiently on the 5 components of reading according to Reading First:***
 - *Phonemic awareness*: the ability to hear, identify, and play with individual sounds – or phonemes – in spoken words
 - *Phonics*: the relationship between the letters of written language and the sounds of spoken language
 - *Fluency*: the capacity to read text accurately and quickly
 - *Vocabulary*: the words students must know to communicate effectively
 - *Comprehension*: the ability to understand and gain meaning from what has been read
- % of children entering kindergarten who can recall and explain sequences of events
[Can recall and explain sequences of events (e.g. can tell about a recent activity, can tell a story)]
- % of children with age-appropriate pre-literacy and emerging literacy skills (break down specific skill by age: 0-3, 3-5, etc.) *[% of children with pre-literacy and emerging literacy skills]*
- Understands an increasingly complex and varied vocabulary
- % of children who ask questions and solve problems in their primary language using complete sentences *[% of children who ask questions and solve problems in their primary language]*
- Exhibits book handling skills
- % of children using different forms of writing such as letter-like shapes or letters to depict words or ideas at school entry *[% of children using different forms of writing such as letter-like shapes or letters to depict words or ideas during preschool years (3-5)]*
- % of children using different forms of writing such as letter-like or number-like shapes or letters and numbers to depict words or ideas during preschool years
[% of children using different forms of writing such as letter-like shapes or letters to depict words or ideas during preschool years (3-5)]
- Progress from using scribbles, shapes or pictures to represent ideas to using letter-like symbols or copying or writing familiar words such as their own name *[% of children using different forms of writing such as letter-like shapes or letters to depict words or ideas during preschool years (3-5)]*
- % of children who show an awareness of concepts of print at kindergarten entry*
- % of children, birth through school entry, who show developmentally appropriate familiarity with the concept of print *[% of children who show an awareness of concepts of print at kindergarten entry]*

- % of children who demonstrate phonological awareness *[Level of phonological awareness at kindergarten entry; % of children who demonstrate basic phonological skills by performing simple vocal patterns and rhythms (singing, nursery rhymes) during preschool years (3-5)]*
- % of children who demonstrate basic phonological skills by performing simple vocal patterns and rhythms at kindergarten entry* *[Level of phonological awareness at kindergarten entry; % of children who demonstrate basic phonological skills by performing simple vocal patterns and rhythms (singing, nursery rhymes) during preschool years (3-5)]*
- % of children, birth through school entry, who show appropriate development of oral language skills *[Verbal language (Verbal and nonverbal skills to convey and understand others' meaning, listening, speaking, social cues of language, vocabulary, meaning, questioning, creative uses of language); % of children who demonstrate basic phonological skills by performing simple vocal patterns and rhythms (singing, nursery rhymes) during preschool years (3-5)]*
- % of children who demonstrate oral language development *[Verbal language (Verbal and nonverbal skills to convey and understand others' meaning, listening, speaking, social cues of language, vocabulary, meaning, questioning, creative uses of language); % of children who demonstrate basic phonological skills by performing simple vocal patterns and rhythms (singing, nursery rhymes) during preschool years (3-5)]*
- % of children who understand the purpose of books *[Understands the purpose of books (% students "practicing" or "performing independently" 4-6 weeks into the school year)]*
- Understands the purpose of books *[Understands the purpose of books (% students "practicing" or "performing independently" 4-6 weeks into the school year)]*
- % of children ready for kindergarten as rated by kindergarten teachers*

READY CHILD: COGNITION AND GENERAL KNOWLEDGE

- % of children who recognize 10 or more alphabet letter at kindergarten entry, especially those in the child's name* *[% of children who recognize letters of the alphabet at kindergarten entry; Ability to recognize 15 or more letters at kindergarten entry; Recognizes his/her name in print (% of students "practicing" or "performing independently" 4-6 weeks into the school year)]*
- % of children at kindergarten entry who can identify some letters, basic colors and shapes, can count to 10, and tell their first and last name *[% of children who recognize letters of the alphabet at kindergarten entry; Ability to recognize 15 or more letters at kindergarten entry; Recognizes his/her name in print (% of students "practicing" or "performing independently" 4-6 weeks into the school year)]*
- % of children who are able to recognize some letters at kindergarten entry *[% of children who recognize letters of the alphabet at kindergarten entry]*
- % of children who recognize letters of the alphabet at kindergarten entry
- Meets state proficiency standards for reading by the end of 3rd grade *[Early reading success – meets the state proficiency standards for reading by the end of 3^d grade]*
- % of children who can predict what will happen next using pictures and content for guides at kindergarten entry*

FAMILY ENVIRONMENT

- % of children who are read to at home at least three times weekly *[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]*
- % of children 0-5 who are read to at least five times weekly *[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]*
- % of children who are read to at home on a daily or almost daily rate *[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]*
- % of children in families where one person in home reads to child every day

[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]

- % of children read to at home regularly
[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]
- % of families who engage in storytelling, songs, poems
[% of children who are read to at home; % of families with preschool children that read to their preschool child every day; % parents who read to elementary school-aged child many times in the last school year; % of 3-5 year-olds whose parents read or tell them stories regularly]
- % of families who engage in regular conversations with child *[Verbal and other language and literacy experiences between parent and child]*
- # of children's books in the home *[number of books in the home, number of children's books in the home]*
- Average literacy rate/education level of mothers *[Average literacy rate/level of mothers]*
- % of children with mothers with less than 12th grade education *[Average literacy rate/level of mothers; % adults with less than a high school education]*
- Educational level of mother or other primary caregiver* *[Average literacy rate/level of mothers; % adults with less than a high school education]*
- Verbal and other language and literacy experiences between parent and child
- % of children with primary home language other than English*

COMMUNITY CONDITIONS

- # of books in children's libraries with a community outreach program [# of books in children's libraries; Libraries' level of community outreach]
- Availability of public libraries and accessibility of public libraries [Access to public library; Access to books in the neighborhood (% children with more than 10 books, library card or who visit library at least once a month)]
- Access to libraries and outreach and use of libraries with children's focus [Access to public library; # of books in children's libraries; Libraries' level of community outreach; Presence of children's librarians]
- # of libraries within 15 miles of a child's home [Access to public library]
- Access to books in neighborhood [Access to books in the neighborhood (% children with more than 10 books, library card or who visit library at least once a month)]
- Diversity of book at school/library [Cultural diversity of books at schools and libraries]
- % of nationally accredited child care centers and family home providers [Access to quality learning environments]
- % of children with access to preschool, Head Start, and full-day kindergarten [Access to quality learning environments; % of children with access to full-day K; # of children with preschool experience; % of eligible children enrolled in Head Start and other state programs]
- % of children with accredited preschool experience [# of children with preschool experience]
- % of kids in full-day kindergarten [% of children with access to full-day K]
- % of adults with less than a high school education
- Average literacy rate/level of community
- English language proficiency of community [English language proficiency of parents]
- Availability of public, safe play environments
- Availability/accessibility of computers through public and private providers
- # of child care centers and kindergartens within 15 miles of a child's home