



Basic Measures of Progress

January 25, 2002

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Materials prepared for the Pathways Mapping Project,
operating under the auspices of the Project on Effective Interventions at Harvard University
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LEGEND

Acronym	Full Name	Contact Information
ECLS-K (Fall 99) Parent	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Fall 1999, Parent Survey	Jerry West Director, Early Childhood Studies Program NCES 1990 K Street, NW, Room 9046 Washington, DC 20006-5650 202-502-7335 202-502-7455 (fax) http://nces.ed.gov/ecls
ECLS-K (Fall 99) Teacher, Part C	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Fall 1999, Teacher Survey Part C	See above
ECLS-K (Spring 00) Parent	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Spring 2000, Parent Survey	See above
ECLS-K (Spring 00) Teacher, Part C	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Spring 2000, Teacher Survey Part C	See above
FACES-K (Spring 00) Parent	Head Start Family and Child Experiences Survey, Spring 2000, Parent Survey	Louisa Tarullo Federal Project Officer Commissioner's Office of Research and Evaluation Administration on Children, Youth, and Families Switzer Building, Room 2130 330 C Street, SW Washington, DC 20201 202-205-8324 lbtarullo@acf.dhhs.gov http://www2.acf.dhhs.gov/programs/hsb
FACES-K (Spring 01) Child	Head Start Family and Child Experiences Survey, Spring 2001, Child Assessment	See above

Acronym	Full Name	Contact Information
FACES-K (Spring 98) Parent	Head Start Family and Child Experiences Survey, Spring 1998, Parent Survey	See above
FACES-K (Spring 99) Parent	Head Start Family and Child Experiences Survey, Spring 1999, Parent Survey	See above
Hope VI Resident Satisfaction Survey	Hope VI Baseline Resident Satisfaction Survey	Linda B. Fossburg Abt Associates 4800 Montgomery Lane, Suite 600 Bethesda, MD 20814 301-319-0500 www.abtassoc.com
Hope VI Windshield Survey	Hope VI Windshield Neighborhood Survey	Linda B. Fossburg Abt Associates 4800 Montgomery Lane, Suite 600 Bethesda, MD 20814 301-319-0500 www.abtassoc.com
ISSB	Inventory of Socially Supportive Behaviors	Manuel Barrera Box 871104 Department of Psychology Arizona State University Tempe, AZ 85287-1104 480-965-3826 Manuel.Barrera@asu.edu
Kids Count	Kids Count, City Trends (1990-1998)	Child Trends 4301 Connecticut Ave. NW Suite 100 Washington, DC 20008 202-362-5580 www.childtrends.org

Acronym	Full Name	Contact Information
Missouri School Entry Assessment Project – Parent/Guardian Survey	Missouri School Entry Assessment Project – Parent/Guardian Survey	Sharon Ford Schattgen Coordinator of Curriculum and Assessment Division of Instruction Missouri Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65102 573-751-2625
Missouri School Entry Assessment Project – Teacher Survey	Missouri School Entry Assessment Project – Teacher Survey	See above
Neighboring in an Urban Environment	Neighboring in an Urban Environment	Abraham Wandersman Department of Psychology University of South Carolina Columbia, SC 29208 803-777-7671 wandersman@sc.edu
NHES: 91	1991 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 93	1993 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 95	1995 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 99	1999 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/

Acronym	Full Name	Contact Information
North Carolina School Readiness Assessment – Parent Survey	North Carolina School Readiness Assessment – Parent Survey	Kelly Maxwell Investigator Frank Porter Graham Child Development Center The University of North Carolina at Chapel Hill Campus Box 8180 105 Smith Level Road Chapel Hill, NC 27599-8180 (919) 966-9865 maxwell@unc.edu
NOWG	The National Outcome Work Groups	Eric Killian Area Extension Specialist Children, Youth & Families 2345 Red Rock, Suite 100 Las Vegas, NV 89146-3160 702-257-5542 killian@unce.unr.edu http://ag.arizona.edu/fcr/fs/nowg/index.html
SS-B	Social Support Behaviors Scale	Alan Vaux Department of Psychology Southern Illinois University Carbondale, IL 69201
Sustainable Measures	Sustainable Measures Indicators Database	Sustainable Measures PO Box 361 North Andover, MA 01845 978-9751988 mhart@tiac.net http://www.sustainablemeasures.com

Acronym	Full Name	Contact Information
Vermont “Ready Kindergartners” Questionnaire – Teacher	Vermont “Ready Kindergartners” Questionnaire – Teacher	David Murphey Agency of Human Services Planning Division 103 S. Main St. Waterbury, VT 05671-0201 802-241-2238 David.Murphey@state.vt.us
Vermont “Ready Schools” Principal Questionnaire	Vermont “Ready Schools” Principal Questionnaire	See above
Zero Population Growth	Zero Population Growth, Kid Friendly Cities Report Card (Part of the Children’s Environmental Index)	Zero Population Growth, Inc. 1400 16 th St, NW Suite 320 Washington, D.C. 20036 202-332-2302 tnfo@zpg.org http://www.zpg.org

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Physical Well-Being and Motor Development	<p>Percent of parents who report their children as having {excellent, very good, good, fair, or poor} overall health</p> <p>Percent of children whose ability to learn appears to be inhibited by illness {not observed, seldom, sometimes, or often}</p> <p>Percent of children who appear to be healthy</p> <p>Percent of children who are in expected range of height and weight for their age</p>	<p>NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)</p>	<p>North Carolina (School Readiness Assessment—Parent Survey, #13)</p> <p>Vermont (“Ready Kindergartners” Questionnaire, #24a—teacher)</p> <p>Missouri (School Readiness Assessment Project, Teacher Survey, #56)</p>	<p>ECLS-K (Fall 1999) CHQ.330</p> <p>NHES: 93 #R106;</p> <p>NHES: 95 #M2</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children showing individual developmentally appropriate progress in all areas of their development		Minnesota (Work Sampling System, Early Childhood Screening, part C-IFSP)	
	Infant mortality rate	Zero Population Growth, Kid Friendly Cities Report Card; Sustainable Measures Indicators Database	South Carolina	
	Percent of children with up-to-date immunizations		Rhode Island	
	Percent of kindergartners fully immunized		Vermont (Dept. of Health Immunization Program)	
	Percent of children who are immunized on appropriate schedule		Minnesota (Early Childhood Screening, Kindergarten Retrospective Study)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children entering school immunized		New York (Dept. of Health)	
	Percent of children who receive childhood immunizations at recommended ages	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percent of children who have a regular health care provider for routine medical care (i.e., well-child care and checkups)			FACES-K PARENT (Spring 1999) # N5
	Percent of children who visit a health care provider for preventative check-ups at a regular interval	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percent of people identifying obstacles to obtaining healthcare	Sustainable Measures Indicators Database		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who report that their families have health insurance other than Medicaid through their job or the job of another employed adult in the household Percent of children under age 6 without health insurance Percent of children without health insurance at kindergarten entry Percent of children who have adequate health insurance to cover basic medical care Percent of children with health insurance other than Medicaid	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)	Rhode Island (Current Population Survey) Rhode Island (planned) Missouri (School Entry Assessment Project, Parent/Guardian Survey, #6)	FACES-K PARENT (Spring 1999) # K8

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of children with various types of health insurance coverage, or no health insurance: Private health insurance/private HMO (for example, employer provided) NC Health Choice (NC health insurance for working families) Medicaid CHAMPUS (military health insurance) Other No health insurance coverage</p> <p>Percent of children who have been to a dentist or dental hygienist for dental care</p> <p>Percent of children who receive regular dental care</p> <p>Percent of children with untreated dental problems at kindergarten entry</p>	<p>NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)</p>	<p>North Carolina (School Readiness Assessment— Parent Survey, #12)</p> <p>Rhode Island (planned)</p>	<p>FACES-K PARENT (Spring 1999) # N6</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who report their children having less or much less coordination in moving their arms and legs than other children compared to children their own age Percent of children who demonstrate gross motor skills (e.g., running, jumping, climbing stairs, or skipping)		Missouri (School Readiness Assessment Project, Teacher Survey, #54)	ECLS-K (Fall 1999) CHQ.175
	Percent of children who achieve basic motor milestones within expected range of development	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percent of children who trip, stumble, or fall easily		North Carolina (School Readiness Assessment—Parent Survey, #15c)	NHES: 93 #R21

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of parents who report their children as being {a lot more, slightly more, or less} active than other children of their own age</p> <p>Percent of children who are physically active</p> <p>Percent of children who have been diagnosed as hyperactive</p> <p>Percent or students who during structured play time are {a lot less, a little less, a little more, or a lot more} active than most children</p> <p>Percent of parents that report their child is {more physically active, less physically active, or as physically active} during structured activities like sports or activities at day care or school than other children</p> <p>Body movement. Percent of children who are described by interviewer as: Sitting quietly Doing some squirming Having much movement Out of seat; body constantly in motion</p>		<p>Missouri (School Readiness Assessment Project, Teacher Survey, #53)</p>	<p>ECLS-K (Fall 1999) CHQ.140</p> <p>ECLS-K (Fall 1999) CHQ.160</p> <p>ECLS-K (Spring 2000) TQ part C #4</p> <p>ECLS-K (Spring 2000) CHQ.130</p> <p>FACES-K Child (Spring 2001) Interviewer Rating #1c</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of children who pay attention {slightly less or much less} well than other children their own age</p> <p>Percent of children who pay attention {most of the time, regularly but not all the time, occasionally or sometimes, or never}</p> <p>Percent of parents reporting they have been told by a teacher that their child doesn't concentrate, doesn't pay attention for long</p> <p>Percent of parents reporting they have been told by a teacher that their child had been very restless, fidgets all the time, or doesn't sit still</p> <p>Percent of parents who report their children are very restless and fidget a lot</p> <p>Percent of parents who report their children have a very short attention span</p> <p>Attention Span. Percent of children who are described by interviewer as:</p> <ul style="list-style-type: none"> Focusing attention voluntarily Attending to assessor direction Having some distraction with noise or movement of others Being easily distracted 			<p>ECLS-K (Fall 1999) CHQ.100</p> <p>ECLS -K (Fall 1999) Social Rating Scale (Teacher Report, #24)</p> <p>NHES: 93 #R52c</p> <p>NHES: 93 #R52f</p> <p>NHES: 93 #R25</p> <p>NHES: 93 #R26</p> <p>FACES-K Child (Spring 2001) Interviewer Rating #1b</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children with poor concentration or limited attention		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who demonstrate fine motor skills (e.g., control of scissors or pencil)		Missouri (School Readiness Assessment Project, Teacher Survey, #55)	
	Percent of children who can button their own clothes		North Carolina (School Readiness Assessment—Parent Survey, #15a)	NHES: 93 #R18
	Percent of parents who report their children as better than other children on independence and at taking care of themselves compared to children their own age (or less independent, or much less independent than other children)			ECLS-K (Fall 1999) CHQ.095
	Percent of children who demonstrate self-help skills (e.g., toileting, wiping nose, washing hands) with occasional teacher assistance {not observed, beginning, practicing, or performing independently}		Vermont (“Ready Kindergartners” Questionnaire, #23—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who practice personal hygiene		Missouri (School Readiness Assessment Project, Teacher Survey, #57)	
	Percent of children who feed themselves and participate appropriately in mealtime activities	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who can dress themselves appropriately	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who can attend to their own hygiene needs	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who take care of their own belongings	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who have difficulty hearing and understanding speech in normal conversation			ECLS-K (Fall 1999) CHQ.230

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who have hearing loss of some type			ECLS-K (Fall 1999) CHQ.260
	Percent of children with untreated hearing/vision problems at kindergarten entry		Rhode Island (planned)	
	Percent of children with hearing and vision problems at the time of entry into kindergarten		Minnesota (Early Childhood Screening)	
	Percent of children who are deaf			NHES: 91 #C11; NHES: 95 #M4; NHES: 99 #PT5
	Percent of children who are hard of hearing			NHES: 91 #C11; NHES: 95 #M4; NHES: 99 #PT5
	Percent of children who can hear clearly without a hearing aid. (If not, can hear clearly with a hearing aid.)		North Carolina (School Readiness Assessment—Parent Survey, #15f)	
	Percent of children who turn on the television at a very high volume			NHES: 93 #R30

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who receive regular vision and hearing screenings Percentage of children who have difficulty seeing objects in the distance or letters on paper Percent of children whose eyesight allows them to see print in children's storybooks Percent of children whose eyesight allows them to see form and/or color of objects, but not detail Percent of children whose eyesight sees no light or has no light perception Percent of children who have visual impairment or blindness Percent of children who can see clearly without glasses. (If not, can see clearly with glasses.)	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)	North Carolina (School Readiness Assessment— Parent Survey, #15e)	ECLS-K (Fall 1999) CHQ.285 ECLS-K (Fall 1999) CHQ.320 ECLS-K (Fall 1999) CHQ.320 ECLS-K (Fall 1999) CHQ.320 NHES: 91#C11; NHES: 95 #M4; NHES: 99 #PT5

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who bend over to look very closely at pictures or drawings			NHES: 93 #R31
	Percent of children who use special equipment for children with special needs (wheelchair, communication board, other assistive device)			ECLS-K (Fall 1999) CHQ.410
	Percent of children who have any kind of handicapping condition			NHES: 91 #C10
	Percent of children having disabilities whose disability/disabilities affect(s) their ability to learn			FACES-K parent (Spring 1998) #E4; FACES-K parent (Spring 1999) #E4; FACES-K parent (Spring 2000) #K3; NHES: 93 #R105
	Percent of parents reporting that a doctor or professional told them that their children were developmentally delayed			NHES: 93 #R104; NHES: 95 # M3
	Percent of children with IEPs Pre-K and K		Rhode Island	
	Percent of children with undetected disability/developmental problem that requires special education services at kindergarten entry		Rhode Island (planned)	
	Percent of children with a history of lead poisoning		Rhode Island	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Asthma hospitalization rate for children	Sustainable Measures Indicators Database	Rhode Island	
	Percent of children with healthy diets	Sustainable Measures Indicators Database		
	Percent of children with appropriate nutrition	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percent of parents who report in the past 12 months that their child was hungry but they could not afford more food			ECLS-K (Spring 2000) FDQ.250
	Percent of parents who report in the past 12 months that their child skipped a meal because there wasn't enough money for food			ECLS-K (Spring 2000) FDQ.220
	Percent of parents who report that in the last 12 months their child went a whole day without eating because there wasn't enough money for food			ECLS-K (Spring 2000) FDQ.250

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children whose ability to learn appears to be inhibited by hunger {not observed, seldom, sometimes, or often}		Vermont (“Ready Kindergartners” Questionnaire, #24c—teacher)	
	Percent of children who are aware of the importance of nutrition, physical fitness, and basic health care to overall physical health	NOWG, Data (Teacher/parent surveys or interviews, child surveys or interviews, medical records)		
	Percent of parents who report they have been told by a teacher that their child is often sleepy or tired in class			NHES: 93 #R521
	Percent of children whose ability to learn appears to be inhibited by fatigue {not observed, seldom, sometimes, or often}		Vermont (“Ready Kindergartners” Questionnaire, #24b—teacher)	
	Percent of children who are in the expected range of cardiovascular fitness, flexibility muscle strength, and endurance for their age	NOWG, Data (Physical fitness tests, parent/teacher observations, medical records)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children with an appropriate ratio of body fat to lean muscle mass for their age	NOWG, Data (Physical fitness tests, parent/teacher observations, medical records)		
	Percent of children who actively engage in developmentally appropriate physical activities at least three times per week	NOWG, Data (Physical fitness tests, parent/teacher observations, medical records)		
	Percent of children who are aware of the potential dangers of drugs, alcohol, and tobacco	NOWG, Data (Teacher/parent surveys or interviews, child surveys or interviews, medical records)		
	Percent of children who are aware of the risks of unintentional injury and ways of reducing those risks	NOWG, Data (Teacher/parent surveys or interviews, child surveys or interviews, medical records)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of families who make arrangements to provide extra opportunities and resources for child's development	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Social and Emotional Development	<p>Percent of parents who report that their children behave and relate to other children and adults {better, slightly less well, or much less well} than other children their own age</p> <p>Percent of children who form and maintain friendships {never, occasionally or sometimes, regularly but not all of the time, or most of the time}</p> <p>Percent of children with difficulty working with other students</p> <p>Percent of children who can meet/play with different children their own age {not observed, beginning, practicing, or performing independently}</p> <p>Percent of children who use problem-solving skills to address social dilemmas with peers {not observed, beginning, practicing, or performing independently}</p>		<p>Rhode Island (SALT Survey, Teacher-Student Rating Scale)</p> <p>Vermont ("Ready Kindergartners" Questionnaire, #1—teacher)</p> <p>Vermont ("Ready Kindergartners" Questionnaire, #2—teacher)</p>	<p>ECLS-K (Fall 1999) CHQ.325</p> <p>ECLS -K (Fall 1999) Social Rating Scale (Teacher Report, #5)</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who take part in interactive play with others {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #1)	
	Percent of children who use peers as resources {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #40)	
	Percent of children who share resources (e.g., toys, manipulatives) with others {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #41)	
	Percent of children who work cooperatively with others in a give-and-take manner {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #39)	
	Percent of children who suggest appropriate solutions to conflicts (e.g., negotiate rules during play/work—who will go first, handle conflicts over materials by taking turns or playing together) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #43)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who accept peers' ideas for group activities {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #7)
	Percent of children who argue with others {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #19)
	Percent of children who comfort or help other children {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #20)
	Percent of children who score {very high, high, average, low, or very low} on a measure of social skills (i.e., makes friends easily, accepts peer ideas)		North Carolina (School Readiness Assessment— Social Skills Rating System, completed by teacher)	
	Percent of parents who have been told by a teacher that their child has been having trouble taking turns, sharing, or cooperating with other children			NHES: 93 #R52g

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have been told by a teacher that their child gets along with other children or works well in a group Percent of children who have friends and are part of a positive social network	NOWG (parent/guardian or teacher survey, interview, or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)		NHES: 93 #R52h
	Percent of children who cooperate with peers and who volunteer to help peers with classroom or program tasks	NOWG, Data (Parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who interact appropriately with other children Percent of children who respond appropriately to peer pressure {never, occasionally or sometimes, regularly but not all of the time, or most of the time} Percent of parents who have been told by a teacher that their child likes to speak out in class and express his/her own ideas Percent of children afraid to speak to people they don't know Percent of children who get along with people who are different {never, occasionally or sometimes, regularly but not all of the time, or most of the time}	NOWG (parent/guardian or teacher survey, interview, or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)		ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #18) NHES: 93 #52m NHES: 93 #R24 ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #12)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are considerate of others and engage in helping behaviors	NOWG, Data (Parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)		
	Percent of children who respect and show concern for others	NOWG, Data (parent/guardian or teacher survey, interview or ratings using scales or checklists, child survey or interview)		
	Percent of children who recognize and respect similarities and differences between self and others	NOWG, Data (parent/guardian or teacher survey, interview or ratings using scales or checklists, child survey or interview)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who interact positively with adults in the classroom {not observed, beginning, practicing, or performing independently}		Vermont (“Ready Kindergartners” Questionnaire, #6—teacher)	
	Percent of children who use adults as resources (e.g., ask questions, request materials) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #37)	
	Percent of children who initiate conversations with familiar adults {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #38)	
	Percent of children who ask for help when needed {never, sometimes, often, or very often}		North Carolina (School Readiness Assessment—Parent Survey, #14d)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Ease of relationship (rapport). Percent of children who are described by interviewer as: Immediately friendly Friendly but reserved Shy Very reluctant and/or fearful Percent of children who interact appropriately with adults Percent of children who show sensitivity and respect for others (e.g., share with others or offer comfort when someone is hurt or sad) {almost always, occasionally/sometimes, or not yet/almost never}	NOWG (parent/guardian or teacher survey, interview, or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)	Missouri (School Entry Assessment Project, Teacher Survey, #42)	FACES-K Child (Spring 2001) Interviewer Rating #1g

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of children who are sensitive to the feelings of others {never, occasionally or sometimes, regularly but not all of the time, or most of the time}</p> <p>Percent of children who express their own feelings, opinions, and ideas without putting down those of others {never, occasionally or sometimes, regularly but not all of the time, or most of the time}</p> <p>Percent of children who appropriately express a range of emotions (happy, sad, angry, frustrated) {not observed, beginning, practicing, or performing independently}</p> <p>Percent of children who demonstrate an appropriate range of affection and other emotions</p>	<p>NOWG, Data (parent/guardian or teacher survey, interview or ratings using scales or checklists, child survey or interview)</p>	<p>Vermont (“Ready Kindergartners” Questionnaire, #4—teacher)</p>	<p>ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #16)</p> <p>ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #2)</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who express feelings and needs in socially acceptable ways	NOWG, Data (Parent/guardian or teacher survey, interview, or ratings using scales or checklists, structured observation of child behavior in program setting)		
	Percent of children who deal appropriately with frustration and unfavorable events	NOWG, Data (Parent/guardian or teacher survey, interview, or ratings using scales or checklists, structured observation of child behavior in program setting)		
	Percent of children who control temper {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #1)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who disturb ongoing activity {never, occasionally or sometimes, regularly but not all of the time, or most of the time} Percent of children who are disruptive in class Percent of children who score {very high, high, average, low, or very low} on a measure of problem behaviors (i.e., fights with others, gets angry easily) Percent of children who fight with others {never, occasionally or sometimes, regularly but not all of the time, or most of the time} Percent of children who are overly aggressive to peers		Rhode Island (SALT Survey, Teacher-Student Rating Scale) North Carolina (School Readiness Assessment—Social Skills Rating System, completed by teacher)	ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #10) ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #3)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who respect the property of others {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #9)
	Percent of children who follow established rules/limits	NOWG, Data (Parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)		
	Percent of children who constantly seek attention		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who worry about things {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #4)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who appear lonely {never, occasionally or sometimes, regularly but not all of the time, or most of the time} Percent of children who show low self esteem {never, occasionally or sometimes, regularly but not all of the time, or most of the time} Percent of children who demonstrate or acknowledge their self-worth	NOWG, Data (parent/guardian or teacher survey, interview or ratings using scales or checklists, child survey or interview)		ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #6) ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #13)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of children who perceive themselves as capable of learning</p> <p>Percent of children who act sad or depressed {never, occasionally or sometimes, regularly but not all of the time, or most of the time}</p> <p>Percent of parents who have been told by a teacher that their child has often seemed sad or unhappy in class</p> <p>Percent of children whose ability to learn appears to be inhibited by emotional issues {not observed, seldom, sometimes, or often}</p> <p>Percent of parents who have been told by a teacher that their child lacks confidence in learning new things or taking part in new activities</p>	<p>NOWG, Data (parent/guardian or teacher survey, interview or ratings using scales or checklists, child survey or interview)</p>	<p>Vermont ("Ready Kindergartners" Questionnaire, #24d—teacher)</p>	<p>ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #22)</p> <p>NHES: 93 #R52e</p> <p>NHES: 93 #R52j</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of children who easily adapt to changes in routine {never, occasionally or sometimes, regularly but not all of the time, or most of the time}</p> <p>Confidence. Percent of children who are described by interviewer as: Very sure of self Confident with things they know; attempt new things with encouragement Reluctant to try new or difficult things Very uncertain; need much encouragement</p> <p>Percent of children who adapt to transitions within the school day {not observed, beginning, practicing, or performing independently}</p> <p>Percent of children who participate in routine activities</p>	<p>NOWG, Data (Parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)</p>	<p>Vermont ("Ready Kindergartners" Questionnaire, #5—teacher)</p>	<p>ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #21)</p> <p>FACES-K Child (Spring 2001) Interviewer Rating #1h</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who work independently {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #15)
	Percent of children with difficulty working independently and being self-directed		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who separate easily from caregiver {not observed, beginning, practicing, or performing independently}		Vermont (“Ready Kindergartners” Questionnaire, #3—teacher)	
	Percent of children who can be left alone with a babysitter without a big fuss			NHES: 93 #R22
	Percent of children who accept responsibility for their actions and mistakes	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who act in ways that reflect an understanding of the responsibilities of a group or family membership	NOWG, Data (Teacher/parent surveys, teacher observation)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children showing individual developmentally appropriate progress in all areas of their development		Minnesota (Work Sampling System, Early Childhood Screening, part C-IFSP)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Language Development	Percent of children with {very low, low, average, high, or very high} scores on a test of understanding of spoken words Percent of children who are proficient in understanding and interpreting a story or other text read to him/her Percent of children who respond to questions {almost always, occasionally/sometimes, or not yet/almost never} Percent of children who follow directions {almost always, occasionally/sometimes, or not yet/almost never}		North Carolina (School Readiness Assessment-- Peabody Picture Vocabulary Test-III, Form A) Missouri (School Entry Assessment Project, Teacher Survey, #10) Missouri (School Entry Assessment Project, Teacher Survey, #11)	ECLS –K (Fall 1999) (Teacher Report, Part C, #2); ECLS –K (Spring 2000) (Teacher Report, Part C, #2)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Comprehension of directions. Percent of children who are described by interviewer as: Rapidly comprehending most directions given age expectations Understanding directions after several repetitions Partially comprehending directions Not appearing to comprehend most directions Percent of children who understand simple directions, requests, and information {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire #16—teacher)	FACES-K Child (Spring 2001) Interviewer Rating #1e
	Percent of children who demonstrate age appropriate understanding of oral language	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)		
	Percent of children who have satisfactory scores on a measure of receptive vocabulary			FACES-K Child (Spring 2001) Section B

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who communicate needs, wants, or thoughts in primary language {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #15—teacher)	
	Percent of children who can recall and explain sequences of events (e.g. can tell about a recent activity, can retell a story) {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #19—teacher)	
	Percent of children who use their primary language appropriately to communicate needs and wants		Rhode Island (planned)	
	Percent of children who use language to communicate ideas, feelings, questions, or to solve problems {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #8)	
	Percent of children who use language to pretend or create {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #9)	
	Percent of children who can pronounce words, communicate with and understand others {better than, as well as, slightly less well than, or much less well than} other children their age			ECLS-K (Fall 1999) CHQ.200

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have been told by a teacher that their child's speech is hard to understand			NHES: 93 #R52k
	Percent of children who when they speak can be understood by a stranger		North Carolina (School Readiness Assessment—Parent Survey, #15d)	NHES: 93 #R27
	Percent of children who are proficient in using complex sentence structures			ECLS –K (Fall 1999) (Teacher Report, Part C, #1); ECLS –K (Spring 2000) (Teacher Report, Part C, #1)
	Percent of children who engage in conversation (e.g., complete sentences, turn-taking, etc.) {not observed, beginning, practicing, or performing independently}		Vermont (“Ready Kindergartners” Questionnaire, #17—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who effectively use spoken language in an age-appropriate manner Verbalization. Percent of children who are described by interviewer as: Making many spontaneous comments Making occasional comments Responding only when spoken to Being extremely reluctant to speak or using inappropriate speech Percent of children who are proficient in producing rhyming words	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)		FACES-K Child (Spring 2001) Interviewer Rating #1f ECLS -K (Fall 1999) (Teacher Report, Part C, #4); ECLS -K (Spring 200) (Teacher Report, Part C, #4)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who have age- and culturally-appropriate vocabulary Percent of children with age-appropriate preliteracy skills (numbers, letters, writing, language) Percent of children with age-appropriate literacy in primary language Percent of children who can demonstrate age-appropriate reading and writing skills	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Rhode Island (planned) Rhode Island (planned—SALT Survey) Rhode Island (planned)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who demonstrate early literacy skills	NOWG, Data (Performance measures, school grade reports, teacher ratings using scales, checklists or questionnaires, parent/teacher surveys, scores on school readiness screening)		
	Percent of children with emergent reading skills			FACES-K Child (Spring 2001) #E14-E23
	Percent of children who are proficient in easily and quickly naming all upper- and lower-case letters of the alphabet			ECLS –K (Fall 1999) (Teacher Report, Part C, #3); ECLS –K (Spring 2000) (Teacher Report, Part C, #3)
	Percent of children who are familiar with some letters of the alphabet			FACES-K Child (Spring 2001) #E6-E13, G7, G8, G9, G10, G11

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can recognize all the letters of the alphabet			FACES-K Parent (Spring 1998) #G2 ; FACES-K Parent (Spring 2000) #G2 ; FACES-K Parent (Spring 1999) #F1 ; NHES: 93 #R15 ; NHES: 99 #PE2
	Percent of children who identify letters in the alphabet (e.g., recognize letter names) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #17)	
	Percent of children with {very low, low, average, high, or very high} scores on a measure of ability to recognize letters and simple words		North Carolina (School Readiness Assessment—Woodcock Johnson Test of Achievement-Revised, Form A)	
	Percent of children with age-appropriate letter recognition		Rhode Island (planned)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children with {very low, low, average, high, or very high} scores on a measure of phonemic awareness Percent of children who recognize that there is a relationship between letters and sounds (e.g., recognize the sound of a letter or give a word that starts with the letter) {almost always, occasionally/sometimes, or not yet/almost always} Percent of children who recognize that written spellings represent spoken words {almost always, occasionally/sometimes, or not yet/almost always} Percent of children who can recognize their name in print {not observed, beginning, practicing, or performing independently}		North Carolina (School Readiness Assessment—Comprehensive Test of Phonological Processing) Missouri (School Entry Assessment Project, Teacher Survey, #18) Missouri (School Entry Assessment Project, Teacher Survey, #19) Vermont (“Ready Kindergartners” Questionnaire, #20—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who recognize first name in print {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #26)	
	Percent of parents who say that their children look at books and magazines at home {rarely or never, monthly, weekly, or daily or almost daily}		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #13)	
	Percent of children who show interest in books {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #12)	
	Percent of children who respond to texts (e.g., talk about books, laugh, make predictions, intone, question, or compare) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #16)	
	Percent of children who, even though they are not yet reading story books on their own, look at books with pictures and pretend to read			NHES: 93 #R89; NHES: 99 #PE7

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who use picture cues and/or context cues to construct meaning from text (e.g., when being read to) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #13)	
	Percent of children who “read” simple books (e.g., easy, beginning books or predictable books) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #20)	
	Percent of children who read environmental print (e.g., cereal boxes, logos, signs) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #15)	
	Percent of children who are proficient in reading simple books independently			ECLS –K (Fall 1999) (Teacher Report, Part C, #6)
	Percent of children who are able to read story books on their own			FACES-K Parent (Spring 2000) # G6
	Percent of children who are proficient in predicting what will happen next in stories			ECLS –K (Fall 1999) (Teacher Report, Part C, #5)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are proficient in demonstrating an understanding of some of the conventions of print Percent of children who have an awareness of the conventions of book reading Percent of children who exhibit book-handling skills (e.g., know how to hold a book and understand the direction of print) {almost always, occasionally/sometimes, or not yet/almost always} Percent of children with age-appropriate familiarity and skills with books and print Percent of children who understand the purpose of books {not observed, beginning, practicing, or performing independently}		Missouri (School Entry Assessment Project, Teacher Survey, #14) Rhode Island (planned) Vermont ("Ready Kindergartners" Questionnaire, #18—teacher)	ECLS –K (Fall 1999) (Teacher Report, Part C, #8); ECLS –K (Spring 2000) (Teacher Report, Part C, #8) FACES-K Child (Spring 2001) #H1-H7

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can identify the front of a book		North Carolina (School Readiness Assessment—Story and Print Concepts-adapted from FACES)	
	Percent of children who know that you read from left to right		North Carolina (School Readiness Assessment—Story and Print Concepts-adapted from FACES)	
	Percent of children who are proficient in demonstrating early writing behaviors			ECLS –K (Fall 1999) (Teacher Report, Part C, #7)
	Percent of children with emerging writing skills			FACES-K Child (Spring 2001) #CA1-CA9
	Percent of children who use pencils, crayons, and brushes to express ideas		Vermont (“Ready Kindergartners” Questionnaire, #21—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who scribble with intended meaning {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #21)	NHES: 93 #R19
	Percent of children who hold a pencil properly Percent of children who can mostly write and draw rather than scribble		North Carolina (School Readiness Assessment—Parent Survey, #15b)	FACES-K Parent (Spring 1998) #F8; FACES-K Parent (Spring 2000) #G5; FACES-K Parent (Spring, 1999) # F8; NHES: 93 #R20
	Percent of children who can write their first name, even if some of the letters are backwards			FACES-K Parent (Spring 1998) #F9; FACES-K Parent (Spring 2000) #G4; FACES-K Parent (Spring, 1999) # F9; NHES: 93 #R17; NHES: 99 #PE4

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who use some letters in writing (e.g., letters from own name) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #22)	
	Percent of children who use letter-sound correspondence to write (i.e., invented spelling) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #23)	
	Percent of children who use a variety of resources (e.g., peers, books, environmental print) to facilitate writing {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #24)	
	Percent of children who share writing with others (e.g., tell others about the intended meaning in drawings and writing) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #25)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who report reading to their children every day Percent of parents who read to elementary school-aged child many times in the last year Percent of parents who took their elementary school-aged children to the library many times in the past year Percent of parents who say that someone in their home reads to their children {rarely or never, monthly, weekly, or daily or almost daily} Percent of parents who say that someone in their home tells stories to their children {rarely or never, monthly, weekly, or daily or almost daily}		Rhode Island Rhode Island (SALT Survey) Missouri (School Entry Assessment Project, Parent/Guardian Survey, #10) Missouri (School Entry Assessment Project, Parent/Guardian Survey, #11)	FACES-K Parent (Spring 1998) #D1; FACES-K Parent (Spring 2000) #13; FACES-K Parent (Spring, 1999) #D1

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who say that they and their children have conversations {rarely or never, monthly, weekly, or daily or almost daily}		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #12)	
	Percent of children who speak Spanish as their primary language		North Carolina (School Readiness Assessment—Parent Survey, #5)	
	Percent of children showing individual developmentally appropriate progress in all areas of their development		Minnesota (Work Sampling System, Early Childhood Screening, part C-IFSP)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Cognitive Development	<p>Percent of parents who report their children learn, think and solve problems {better than, as well as, slightly less well than, or much less well than} other children their age</p> <p>Percent of children who score “ready” on a test of cognitive skills</p> <p>Percent of children with difficulty learning academic subjects</p> <p>Percent of children with age-appropriate reasoning and problem-solving skills</p>		<p>South Carolina (Cognitive Skills Assessment Battery)</p> <p>Rhode Island (SALT Survey, Teacher-Student Rating Scale)</p> <p>Rhode Island (planned)</p>	<p>ECLS-K (Fall 1999) CHO.105</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who demonstrate age-appropriate pre-math and mathematics skills	NOWG, Data (Performance measures, school grade reports, teacher ratings using scales, checklists or questionnaires, parent/teacher surveys, scores on school readiness screening)		
	Percent of children with {very low, low, average, high, or very high} scores on a measure of math ability (composite of 2 assessments of skills such as counting and concepts such as “big”)		North Carolina (School Readiness Assessment—Bracken Basic Concept Scale)	
	Percent of children who can count by rote to 10		Missouri (School Readiness Assessment Project, Teacher Survey, #64)	
	Percent of children who {cannot count, can count up to 5, up to 20, up to 50, or up to 100+}			NHES: 99 #PE3; NHES 93 #R16

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can recognize and name some numbers to 10		Missouri (School Readiness Assessment Project, Teacher Survey, #65)	
	Percent of children who can write some numbers {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #28)	
	Percent of children who can count to the total number in a set of objects			FACES-K Child (Spring 2001) #D2, F1-F6, F7, F11, F13
	Percent of children who are proficient at solving problems involving numbers using concrete objects			ECLS –K (Spring 2000) (Teacher Report Part C, #18)
	Percent of children who are proficient at using a variety of strategies to solve math problems			ECLS –K (Spring 2000) (Teacher Report Part C, #21)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of children who are proficient at sorting, classifying and comparing math materials by various rules and attributes</p> <p>Percent of children who determine “same,” “more than,” and “less than” by comparing (e.g., look at their own and another child’s collection of buttons and say that they have more buttons than the other child) {almost always, occasionally/sometimes, or not yet/almost always}</p> <p>Percent of children who are proficient at making classifications</p> <p>Percent of children who classify objects used in daily experiences (e.g., sort knives, forks, and spoons, compare plastic dinosaurs, or identify similarities and difference among beads) {almost always, occasionally/sometimes, or not yet/almost always}</p> <p>Percent of children who demonstrate early signs of ability to add and subtract with objects</p>		<p>Missouri (School Entry Assessment Project, Teacher Survey, #32)</p> <p>Missouri (School Entry Assessment Project, Teacher Survey, #27)</p>	<p>ECLS –K (Spring 2000) (Teacher Report Part C, #15)</p> <p>FACES-K Child (Spring 2001) #AS 1-AS8</p> <p>FACES-K Child (Spring 2001) # F7-F23</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who use numerical relationships to solve problems in daily life (e.g., use numbers to take lunch count or to figure out how many cookies are needed so that everyone can have one) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #29)	
	Percent of children who use spatial relationships to solve mathematical problems (e.g., rearrange blocks so they can all fit in a container, solve simple puzzles) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #33)	
	Percent of children who are proficient at showing an understanding of the relationship between quantities			ECLS –K (Spring 2000) (Teacher Report Part C, #17)
	Percent of children who are proficient at ordering a group of objects			ECLS –K (Spring 2000) (Teacher Report Part C, #16)
	Percent of children who order things according to relative differences (e.g., arrange dolls according to height or trucks according to size) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #30)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who make one-to-one correspondence (e.g., when playing a game, understand that “one” means to move their marker one space) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #31)	
	Percent of children who are proficient at using instruments accurately for measuring			ECLS –K (Spring 2000) (Teacher Report Part C, #20)
	Percent of children who are proficient at demonstrating an understanding of graphing activities			ECLS –K (Spring 2000) (Teacher Report Part C, #19)
	Percent of children with age-appropriate numerical skills		Rhode Island (planned—SALT Survey)	
	Percent of children proficient at classifying and comparing living and non-living things in different ways			ECLS –K (Fall 1999) (Teacher Report Part C, #14); ECLS –K (Spring 2000) (Teacher Report Part C, #14)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are proficient in using their senses to explore and observe			ECLS –K (Fall 1999) (Teacher Report Part C, #12); ECLS –K (Spring 2000) (Teacher Report Part C, #12)
	Percent of children who are proficient at forming explanations based on observations and explorations			ECLS –K (Fall 1999) (Teacher Report Part C, #13); ECLS –K (Spring 2000) (Teacher Report Part C, #13)
	Percent of children who experiment with objects to produce effects (e.g., when playing with objects in water, may predict which objects will float and which objects will sink) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #35)	
	Percent of children who explain own actions by manipulating objects (e.g., “The tower will fall if I put another block on top”) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #36)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who generate, test and evaluate solutions to concrete problems	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)		
	Percent of children who can demonstrate an understanding of cause and effect relationships	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are proficient in recognizing distinct differences in habits and living patterns between themselves and other groups of people they know			ECLS –K (Fall 1999) (Teacher Report Part C, #10); ECLS –K (Spring 2000) (Teacher Report Part C, #10)
	Percent of children who can recognize the colors red, yellow, blue and green by name			FACES-K Parent, (Spring 1998) #G1; FACES-K Parent, (Spring 1999) #G1; FACES-K Parent, (Spring 2000) #G1; NHES: 93 #R14; NHES: 99 #PE1
	Percent of children who can identify basic colors		Missouri (School Readiness Assessment Project, Teacher Survey, #63)	
	Percent of children who can identify colors			FACES-K Child (Spring 2001) #D1

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can name 10 basic colors		North Carolina (School Readiness Assessment—Color Bears—adapted from FACES)	
	Percent of children who recognize some basic shapes (e.g., circle, square, triangle)		Missouri (School Readiness Assessment Project, Teacher Survey, #62)	
	Percent of children who show understanding of sequence of daily events (e.g., know that recess comes after story time) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #34)	
	Percent of children who can give their full name		Missouri (School Readiness Assessment Project, Teacher Survey, #58)	FACES-K Child (Spring 2001) #A1

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can identify their age		Missouri (School Readiness Assessment Project, Teacher Survey, #60)	FACES-K Child (Spring 2001) #A2
	Percent of children who know their own birthday		Missouri (School Readiness Assessment Project, Teacher Survey, #61)	FACES-K Child (Spring 2001) #A3
	Percent of children who know how to contact an adult family member (e.g., know a parent's or grandparent's home or work telephone number)		Missouri (School Readiness Assessment Project, Teacher Survey, #59)	
	Percent of children who can decide when help is needed and obtain it in an emergency	NOWG, Data (Teacher/parent surveys, teacher observation)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children showing individual developmentally appropriate progress in all areas of their development		Minnesota (Work Sampling System, Early Childhood Screening, part C-IFSP)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Disposition to Learn	<p>Percent of children who work independently {never, occasionally or sometimes, regularly but not all of the time, or most of the time}</p> <p>Percent of children with difficulty working independently and being self-directed</p> <p>Percent of children who act impulsively {never, occasionally or sometimes, regularly but not all of the time, or most of the time}</p> <p>Percent of children who know how and when to use adults as a resource {not observed, beginning, practicing, or performing independently}</p> <p>Percent of children who take responsibility for belongings (e.g., hang up coat, put materials away) {almost always, occasionally/sometimes, or not yet/almost never}</p>		<p>Rhode Island (SALT Survey, Teacher-Student Rating Scale)</p> <p>Vermont ("Ready Kindergartners" Questionnaire, #12—teacher)</p> <p>Missouri (School Readiness Assessment Project, Teacher Survey, #46)</p>	<p>ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #15)</p> <p>ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #17)</p>

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who make choices {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #47)	
	Percent of children who cope with frustration and failure {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #51)	
	Percent of children with poor concentration or limited attention		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who pay attention during teacher-directed group activities (approximately 15 minutes) {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #11—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of children who can listen and attend to academic tasks on an age appropriate level</p> <p>Percent of children who stay focused and productive while playing/working in a group {almost always, occasionally/sometimes, or not yet/almost never}</p> <p>Percent of children who stay focused and productive while playing/working independently {almost always, occasionally/sometimes, or not yet/almost never}</p>	<p>NOWG, Data (Performance measures, school grade reports, teacher ratings using scales, checklists or questionnaires, parent/teacher surveys, scores on school readiness screening)</p>	<p>Missouri (School Readiness Assessment Project, Teacher Survey, #49)</p> <p>Missouri (School Readiness Assessment Project, Teacher Survey, #48)</p>	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Attention to directions. Percent of children who are described by interviewer as: Listening carefully to entire direction Attending only to brief directions Plunging ahead after hearing only a portion of the directions Plunging ahead immediately Percent of children with difficulty following directions Percent of children who follow simple rules and instructions in the classroom {not observed, beginning, practicing, or performing independently}		Rhode Island (SALT Survey, Teacher-Student Rating Scale) Vermont ("Ready Kindergartners" Questionnaire, #7—teacher)	FACES-K Child (Spring 2001) Interviewer Rating #1d

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can follow multi-step oral directions Percent of children who are curious (ask questions, probe, try new things, etc.) {not observed, beginning, practicing, or performing independently} Percent of children who show curiosity and interest (e.g., enjoy and notice new things in their environments) {almost always, occasionally/sometimes, or not yet/almost never}	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Vermont (“Ready Kindergartners” Questionnaire, #14—teacher) Missouri (School Readiness Assessment Project, Teacher Survey, #44)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who explore and try new things (e.g., are willing to try new activities and explore new materials) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #45)	
	Percent of children who initiate activities in the classroom {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #13—teacher)	
	Percent of children who initiate and follow through on activities	NOWG, Data (teacher/parent surveys, teacher observation)		
	Percent of children who show eagerness to learn new things {never, occasionally or sometimes, regularly but not all of the time, or most of the time}		North Carolina (School Readiness Assessment—Parent Survey, #14b)	ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #14)
	Percent of children who appear enthusiastic and interested in classroom activities {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #9—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have been told by a teacher that their child is very enthusiastic and interested in a lot of different things Percent of children who talk about what they are learning {almost always, occasionally/sometimes, or not yet/almost never} Percent of children who are motivated and actively involved in learning tasks	NOWG, Data (Performance measures, school grade reports, teacher ratings using scales, checklists or questionnaires, parent/teacher surveys, scores on school readiness screening)	Missouri (School Readiness Assessment Project, Teacher Survey, #52)	NHES: 93 #R52i

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who perform their assigned tasks at school, at home and in community-based program settings	NOWG, Data (Parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)		
	Percent of children who take pride in what they can do {never, sometimes, often, or very often}		North Carolina (School Readiness Assessment-- Parent Survey, #14e)	
	Percent of children who show pride in accomplishments {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #50)	
	Percent of children who say good things about school {never, sometimes, often, or very often}		North Carolina (School Readiness Assessment-- Parent Survey, #14f)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who persist with self-selected activities (approximately 15 minutes) with intermittent teacher attention {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #8—teacher)	
	Percent of children who persist in completing tasks {never, occasionally or sometimes, regularly but not all of the time, or most of the time}		North Carolina (School Readiness Assessment—Parent Survey, #14a)	ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #23)
	Percent of children who use a variety of strategies to problem solve in the classroom {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #10—teacher)	
	Task Persistence. Percent of children who are described by interviewer as: Persisting with tasks Attempting tasks briefly Attempting tasks after much encouragement Refusing to attempt tasks			FACES-K Child (Spring 2001) Interviewer Rating #1a

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who show creativity in play or work {never, sometimes, often, or very often}		North Carolina (School Readiness Assessment-- Parent Survey, #14c)	
	Percent of children who engage in imaginative play {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #22—teacher)	
	Percent of children who use play themes (e.g., pretend to be a fireman) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #2)	
	Percent of children who represent ideas and feelings through movement (e.g., act like a butterfly, airplane, or truck) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #3)	
	Percent of children who create or respond to music (e.g., clap hands to music, sing, dance, or play musical instruments) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #4)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who represent ideas through construction (e.g., build with blocks or other manipulatives) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #5)	
	Percent of children who use art (e.g., clay, pain, or crayons) to convey feelings and ideas {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #6)	
	Percent of children who talk about their creations (e.g., talk about illustrations or constructions) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #7)	

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition A. Healthy, Wanted Birth	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition A. Healthy, Wanted Birth	Percent of children who were born weighing under 5.5 pounds	Zero Population Growth, Kid Friendly Cities Report Card; Kids Count, City Trends (1990-1998); Sustainable Measures Indicators Database	South Carolina, Rhode Island	ECLS-K (Fall 1999) CHQ.010; NHES: 91 #C8; NHES: 93 #R101; NHES: 95 #M1
	Percent of children who were born weighing less than 3 pounds			
	Percent of low birth weight births		New York (Dept. of Health)	
	Percent of children who were born more than 2 weeks before they were due			ECLS-K (Fall 1999) CHQ.025
	Percent of preterm births (less than 37 completed weeks of gestation)		Kids Count, City Trends (1990-1998)	

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition A. Healthy, Wanted Birth	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children receiving any care in an intensive care unit, premature nursery or any other type of special care facility upon birth Infant mortality rate	Zero Population Growth, Kid Friendly Cities Report Card; Sustainable Measures Indicators Database	South Carolina, Rhode Island	NHES: 93 #R103
	Percent of births to teens	Zero Population Growth, Kid Friendly Cities Report Card; Kids Count, City Trends (1990-1998)	South Carolina	
	Births to teens ages 15 to 17		Rhode Island	
	Percent of repeat teen births	Kids Count, City Trends (1990-1998)		

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition A. Healthy, Wanted Birth	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of births to mothers receiving Medicaid, by age group: Less than 18 18-19 20-24 25-29 30-34 35+		South Carolina	
	Births to females under 18 per 1,000 births	Sustainable Measures Indicators Database		
	Percent of births to mothers without 12 years of education	Sustainable Measures Indicators Database		
	Number of live births to mothers with less than a high school education		New York (Dept. of Health)	
	Percent of births to unwed mothers	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition A. Healthy, Wanted Birth	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of births to unmarried women	Kids Count, City Trends (1990-1998)		
	Percent of women receiving adequate prenatal care	Sustainable Measures Indicators Database		
	Percent of women receiving late or no prenatal care	Kids Count, City Trends (1990-1998)	Rhode Island	
	Percent of women who received no prenatal care		South Carolina	
	Percent of women who received inadequate prenatal care		South Carolina	
	Percent of mothers who smoked during pregnancy	Kids Count, City Trends (1990-1998)		
	Substance-exposed newborns per 1,000 live births	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition B. Development on Track	Percent of parents reporting their children are in {excellent, very good, good, fair, or poor} health			NHES: 93 #R106; NHES: 95 #M2
	Percent of children who are in expected range of height and weight for their age	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children under 6 on Rite Care who have up-to-date immunizations		Rhode Island (Rite Care; KIDSNET)	
	Percent of children who receive childhood immunizations at recommended ages	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children under age 2 seen in public health clinics that were not fully immunized		South Carolina	

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of children who received the required immunization for 2-year olds by the time they were 2 years old</p> <p>Percent of parents who have a particular place that they take their children for routine care such as getting checkups or shots</p> <p>Length of time since child has seen a medical doctor or other health professional for a checkup, shots or other routine care: less than 1 year, 1 year but less than 2 years, 2 years or more</p> <p>Percent of children who had a health screening (a “well-baby” checkup) by 2 years of age</p> <p>Percent of parents who could {usually or almost never} access medical care for their child when it was needed from birth to school entry as</p>		<p>Missouri (School Entry Assessment Project, Parent/Guardian Survey, #7)</p> <p>Missouri (School Entry Assessment Project, Parent/Guardian Survey, #8)</p> <p>Missouri (School Entry Assessment Project, Parent/Guardian Survey, #9)</p>	<p>NHES: 93 #R109</p> <p>NHES: 93 #R110; NHES: 99 #PT2</p>

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children under 6 on Rite Care with regular, timely well-child visits Percent of children who visit a health care provider for preventative check-ups at a regular interval Percent of children with developmental screening at age 3 Hospitalization for children age 0-5—total discharge rate Hospitalization for children age 0-5—percent of discharges classified self pay or indigent Emergency room visits for children age 0-5—total discharge rate Leading causes of hospitalization for children age 0-2 Leading causes of hospitalization for children age 3-5	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)	Rhode Island (Rite Care; KIDSNET) Rhode Island (ChildFind—Child Outreach Program) South Carolina South Carolina South Carolina South Carolina South Carolina	

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children under age 6 without health insurance Percent of children who have adequate health insurance to cover basic medical care Percent of children who have ever been to a dentist or dental hygienist Percent of children on Rite Care with dental exam by age 5 Length of time since child has seen a dentist or dental hygienist for dental care: less than 1 year, 1 year but less than 2 years, 2 years or more	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)	Rhode Island (Current Population Survey) Rhode Island (Rite Care; KIDSNET)	NHES: 93 #R111; NHES: 99 #PT3 NHES: 93 #R112; NHES: 99 #PT4

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who receive regular dental care	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children who feed themselves and participate in appropriately in mealtime activities	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who can dress themselves appropriately	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who can attend to their own hygiene needs	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who take care of their own belongings	NOWG, Data (Teacher/parent surveys, teacher observation)		

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who achieve basic motor milestones within expected range of development	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of Children who receive regular vision and hearing screenings	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children under age 6 on Rite Care who have accessed mental health services		Rhode Island (Rite Care; KIDSNET)	
	Percent of eligible children enrolled in comprehensive birth to 3 program (i.e., Early Head Start, Early Start)		Rhode Island (RI DHS/DCYF)	
	Number of children enrolled in Early Intervention		Rhode Island (RI Dept. of Health)	

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children (ages 0-3) receiving early intervention Percent of children in early intervention Percent of parents who have been told by a doctor or other health professional that their child was developmentally delayed Percent of children who currently have a disability Percent of children with IEPs in pre-kindergarten and kindergarten Percent of children who received services from Babynet (early intervention program for all children under age 3 with developmental disabilities) Percent of children who participated in Child Rehabilitative Services Percent of children enrolled in preschool special education		Delaware (Dept. of Health and Social Services) New York (Dept. of Health) Rhode Island South Carolina South Carolina New York (Dept. of Health)	NHES: 93 #R104; NHES: 95 #M3; NHES: 99 #PT1 NHES: 93 #R105A

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children under 6 on Rite Care screened for lead poisoning		Rhode Island (Rite Care; KIDSNET)	
	Percent of children with healthy diets	Sustainable Measures Indicators Database		
	Percent of children with appropriate nutrition	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children participating in the WIC program		South Carolina	
	Percent of WIC participants who met the criteria for malnutrition		South Carolina	
	Percent of WIC participants who met the criteria for anemia		South Carolina	
	Rates of hospitalization resulting from asthma, ages 0-4		New York (Dept. of Health)	

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are in the expected range of cardiovascular fitness, flexibility muscle strength, and endurance for their age Percent of children with an appropriate ratio of body fat to lean muscle mass for their age Percent of children who actively engage in developmentally appropriate physical activities at least three times per week	NOWG, Data (Physical fitness tests, parent/teacher observations, medical records) NOWG, Data (Physical fitness tests, parent/teacher observations, medical records) NOWG, Data (Physical fitness tests, parent/teacher observations, medical records)		

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition C. No Preventable Disease or Injury	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition C. No Preventable Disease or Injury	Percent of parents reporting their children are in {excellent, very good, good, fair, or poor} health Emergency room visits for children age 0-5—percent of discharges that were classified as injury Child injury hospitalization rate for children 0-5 Emergency room visits for children age 0-5—percent of discharges that were classified as non-injury		South Carolina Rhode Island (Dept. of Health) South Carolina	NHES: 93 #R106; NHES: 95 #M2

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	<p>Percent of children whose biological parents are currently living together in a marriage like relationship</p> <p>Percent of children who are living with one biological parent and one non-biological parent who are legally married</p> <p>Percent of children who are living with one biological parent and one non-biological parent who are currently living together in a marriage like relationship</p> <p>Percent of children who live with their mother</p> <p>Percent of children who live with their father</p>			<p>ECLS-K (Fall 1999) MHQ.030; NHES: 91 #C3</p> <p>ECLS-K (Fall 1999) MHQ.040</p> <p>ECLS-K (Fall 1999) MHQ.045</p> <p>FACES-K Parent (Spring 1998, 1999, 2000) # L4</p> <p>FACES-K Parent (Spring 2000) # L20</p>

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of married couple families with children under 6 Percent of single parent households with children under 6 Percent of single male headed households with children under 6 Percent of single female headed households with children under 6 Household type and relationship to children under 6 years: Living with their own parents (married couple, single father, single mother) Living with grandparents (married couple, single) Living with other relatives (married couple, single) Living with non-relatives (family setting, non-family setting) Living in group quarters (institution, other) Percent of children’s parents who are separated Percent of children’s parents who are divorced		South Carolina South Carolina South Carolina South Carolina South Carolina	 NHES: 91 #C3 NHES: 91 #C3

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children's parents who are widowed Percent of children whose biological parents are legally married Percent of parents whose relationship with current partner is {very happy, fairly happy, or not too happy} Children involved in divorce per 1,000 children Percent of family groups with only one parent living with a child under 18 Percent of families in which, in a typical week, at least some of the family eats breakfast together {0-7 days per week}	Sustainable Measures Indicators Database Sustainable Measures Indicators Database		NHES: 91 #C3 ECLS-K (Fall 1999) MHQ.020; NHES: 91 #C3 ECLS-K (Spring 1999) CFQ.100 ECLS-K (Spring 1999) HEQ.500

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of families in which, in a typical week, children have breakfast at a regular time {0-7 days per week} Percent of families who eat the evening meal together {0-7 days per week} Percent of families in which the evening meal is served at a regular time {0-7 days per week} Percent of families in which children have a regular bedtime on weeknights during the school year Percent of families with parenting knowledge and skills to anticipate and meet developmental needs of their children			ECLS-K (Spring 1999) HEQ.510 ECLS-K (Spring 1999) HEQ.520 ECLS-K (Spring 1999) HEQ.530 ECLS-K (Spring 1999) HEQ.550
			Minnesota (Early Childhood Family Education, School Readiness, Head Start)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of families with appropriate parenting skills to anticipate and meet developmental needs of children	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of families providing environments supportive of their child’s education and learning Percent of parents who read to their children {never, several times a year, several times a month, at least 3 times a week, or every day} Percent of families with preschool children that read to their child every day	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)	Rhode Island (Department of Health, informal survey)	NHES: 91 #P19, E36

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who read for enjoyment {every day, several times a week, several times a month, several times a year, or never} Number of children’s books child has of his/her own: none, 1-2, 3-9, 10 or more books Percent of families receiving a daily newspaper Percent of parents who have read to their child in the past week Percent of parents who have read to their child {not at all, 1-2 times, 3-6 times, or every day} in the past week Percent of parents who have taught their child letters, words, or numbers in the past week		North Carolina (School Readiness Assessment— Parent Survey, #18a)	NHES: 91 #E37 NHES: 91 #E35 NHES: 91 #E38 NHES: 91 # P24, E44 NHES: 91 # P24; NHES: 93 R99; NHES: 99 #PS3

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have taught their child letters, words or numbers in the past week {not at all, 1-2 times, 3-6 times, or every day}		North Carolina (School Readiness Assessment— Parent Survey, #18c)	NHES: 91 # P24; NHES: 93 R99; NHES: 99 #PS3
	Percent of parents who have taught their child songs or music in the past week			NHES: 91 # P24; NHES: 93 R99; NHES: 95 #L3; NHES: 99 #PS3
	Percent of parents who have told their child a story in the past week			
	Percent of parents who have told their child a story in the past week {not at all, 1-2 times, 3-6 times, every day}		North Carolina (School Readiness Assessment— Parent Survey, #18b)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have done arts and crafts with their children in the past week Percent of parents who have played games or sports with their child in the past week Percent of parents who have played with toys or games with their child in the past week Percent of parents who have taken their child along while doing errands like going to the post office, the bank or the store Percent of parents who involve their child in household chores like cooking, cleaning, setting the table or caring for pets Percent of parents who have visited a library with their child in the past month			NHES: 91 # P24, E44; NHES: 93 R99; NHES: 99 #PS3 NHES: 91 # P24, E44; NHES: 93 R99 NHES: 93 R99 NHES: 93 R99; NHES: 99 #PS3 NHES: 93 R99; NHES: 99 #PS3 NHES: 91 # P25, E45; NHES: 93 #R100; NHES: 95 #L5; NHES: 99 #PS4

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have gone to a movie with their child in the past month Percent of parents who have gone to a play, concert or other live show with their child in the past month Percent of parents who have visited an art gallery, museum or historical site with their child in the past month Percent of parents who have visited a zoo or aquarium with their child in the past month Percent of parents who have visited a playground or park with their child in the past month Percent of parents who have discussed current events with their child in the past week Percent of parents who have discussed science or nature with their child in the past week			NHES: 91 # P25, E45 NHES: 91 # P25, E45; NHES: 93 #R100; NHES: 99 #PS4 NHES: 91 # P25, E45; NHES: 93 #R100; NHES: 99 #PS4 NHES: 91 # P25, E45; NHES: 93 #R100; NHES: 99 #PS4 NHES: 91 # P25, E45 NHES: 91 #E44 NHES: 91 #E44

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have talked with their child about their family history or ethnic heritage in the past month Percent of parents who have attended an event sponsored by a community or religious group in the past month Percent of parents who have watched educational television with their child in the past week Percent of families with preschool children that regulate television viewing/computer use Percent of children who have access to and use a home computer		Rhode Island (planned— Department of Health, informal survey)	NHES: 93 #R100; NHES: 99 #PS4 NHES: 93 #R100; NHES: 99 #PS4 NHES: 91 # P24, E44 ECLS-K (Spring 2000) HEQ.220

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have contacted their children’s teachers or schools for any reason having to do with their children Percent of parents who have attended an open house or back-to-school night since the beginning of the year Percent of families who make arrangements to provide extra opportunities and resources for child’s development	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		ECLS-K (Spring 2000) PIQ.110 ECLS-K (Spring 2000) PIQ.130

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of families who are knowledgeable about community resources and who are connected to appropriate service providers/agencies Percent of parents with mental health problems Percent of children born to parents with a history of mental health problems	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)	Rhode Island (New Born Screening, Department of Health)	ECLS-K (Spring 1999) PPQ.100-PPQ.210

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children born to parents with a history of substance problems		Rhode Island (New Born Screening, Department of Health)	
	Percent of parents who are warm and affectionate with their children			ECLS-K (Spring 1999) DWQ.010- DWQ.070
	Percent of children who move more than once a year	Sustainable Measures Indicators Database		
	Number of children under age 6 living in homeless shelters		Rhode Island (RI Emergency Shelter Information System)	
	Percent of households where no-one over age 13 speaks English well	Zero Population Growth, Kid Friendly Cities Report Card		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of children under age 6 in foster care Percent of children under age 6 in foster care who are placed in a permanent home Percent of children under 6 in DCYF care who had multiple placements Children in foster care per 1,000 children	Sustainable Measures Indicators Database	Rhode Island Rhode Island (Planned—DCYF) Rhode Island (Planned—DCYF)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition B: High Quality Child Care	<p>Percent of children who receive child care on {school days, weekends, or both}</p> <p>Percent of children who receive child care {before school, after school, or both}</p> <p>Percent of children who were cared for regularly by someone other than their parents for more than 10 hours a week in the year before kindergarten.</p> <p>Percent of children in child care arrangements the year before kindergarten, by type of care:</p> <ul style="list-style-type: none"> Care by a relative Babysitter or nanny (not a relative) Head Start Preschool at a public school Child care center or preschool (not Head Start, not in a public school) Family daycare (not in child’s own home) 		<p>North Carolina (School Readiness Assessment—Parent Survey, #16)</p> <p>North Carolina (School Readiness Assessment—Parent Survey, #17)</p>	<p>NHES: 95 #E8; NHES: 95 #G17</p> <p>NHES: 95 #E9; NHES: 95 #G18</p>

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of children who had each of the following experiences for {less than one year, 1-2 years, or more than 2 years}, and whether or not those programs were licensed or accredited:</p> <ul style="list-style-type: none"> Parents as Teachers First Steps Early Childhood Special Education Early Head Start Head Start Public preschool Private preschool Child care at a center Parent care at own home Child care at own home Child care at another private home <p>Percent of children enrolled in early care and education program the year prior to school entry (kindergarten)</p> <p>Percent FIP enrolled children participating in child care programs by type of program</p> <p>Number of early care and education slots per 100 children ages birth to 3 in need of care</p> <p>Number of early care and education slots per 100 children ages 3 to 5 in need of care</p>		<p>Missouri (School Entry Assessment Project, Parent/Guardian Survey, #14)</p> <p>Rhode Island (SALT Survey)</p> <p>Rhode Island (RI DHS)</p> <p>Rhode Island</p> <p>Rhode Island</p>	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Estimated percent that need child care Number of children on childcare waiting list Percent of children who have ever received child care from a relative on a regular basis Percent of children who are currently receiving child care from a relative on a regular basis Percent of children who are currently receiving child care in a private home on a regular basis from nonrelatives (including care provided before or after school)	Sustainable Measures Indicators Database	Vermont (Child Care Services Division)	ECLS-K (Fall 1999) CCQ.015; NHES: 95 #D2; ECLS-K (Fall 1999) CCQ.010; NHES: 91 #P1A, E29A; NHES: 95 #D1; NHES: 99 #PF1; NHES: 99 #PN1 ECLS-K (Fall 1999) CCQ.115; NHES: 91 #P2A; NHES: 95 #E1; NHES: 99 #PG1; NHES: 99 #PO1

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who have ever received care in a private home from a nonrelative on a regular basis			ECLS-K (Fall 1999) CCQ.120; NHES: 91 E30A; NHES: 95 #E2
	Percent of children who are currently attending a day care center or a before or after school program at a school or in a center on a regular basis			ECLS-K (Fall 1999) CCQ.260; NHES: 91 #P3A; NHES: 93 #R36; NHES: 95 #G5
	Percent of children who have ever attended a day care center or a before or after school program at a school or in a center on a regular basis			ECLS-K (Fall 1999) CCQ.265; NHES: 91 #E31; NHES: 95 #G6
	Percent of children currently in daycare who go a full day			NHES: 91 #P3D; NHES: 95 #G16
	Percent of children currently in daycare who go a half day			NHES: 91 #P3E; NHES: 95 #G16
	Percent of children currently in daycare with educational programs			NHES: 91 #P3F; NHES: 93 #R40
	Percent of children who have ever attended Head Start			ECLS-K (Fall 1999) CCQ.210; NHES: 93 #R33

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children currently enrolled in Head Start Percent of low-income children in comprehensive child care program/Head Start Participation rate of eligible 4-year-olds in Head Start and early child assistance program Percent of children currently in daycare with Head Start Programs Percent of children currently attending a nursery school, prekindergarten, or Head Start program. Percent of children who have ever attended a nursery school, prekindergarten, or Head Start program. Number of children ages 3-5 enrolled in pre-primary school (public and private) Percent of children enrolled in pre-school	Zero Population Growth, Kid Friendly Cities Report Card	Rhode Island Delaware (Dept. of Education) South Carolina	NHES: 93 #R32; NHES: 95 #F1 NHES: 91 #P3G NHES: 91 #P4A NHES: 91 #E32

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of communities that offer universal access to school-based or school-linked preschool Number of licensed centers Number of licensed child care spaces available for every 100 children of working parents Number of registered family day care homes Percent of 4-year-olds enrolled in licensed/registered early childhood programs		Vermont (“Ready Schools” Principal Questionnaire, #7) Vermont (Child Care Services Division) Minnesota (Child Care Resource and Referral, Census data) Vermont (Child Care Services Division) New York (Office of Children and Family Services)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of regulated/licensed child care programs Percent of child care slots in accredited programs Number of accredited child care facilities Percent of family child care slots in accredited programs Number of nationally accredited early child care and education sites		New York (Office of Children and Family Services) Rhode Island New York (Office of Children and Family Services) Rhode Island Delaware (planned; National Association for the Education of Young Children)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of nationally accredited family child care homes Percent of child care center staff with early childhood education degree Percent of family child care staff with early childhood training Percent of child care center slots in programs with low staff turnover rate Number of serious injuries (abuse) in child care Number of reported injuries or deaths in child care		Delaware (planned; National Association for the Education of Young Children) Rhode Island (Rate Survey) Rhode Island (Rate Survey) Rhode Island (Rate Survey) Vermont (Child Care Services Division) New York (Office of Children and Family Services)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children whose child care providers have received education or training specifically related to young children, such as in early childhood education or child psychology Percent of children who were in a regulated early childhood program (licensed center, registered family day care home, Head Start, or other preschool) in the year before kindergarten Percent of early care and education slots in programs without health and safety violations Percent of parents using quality child care arrangements as defined by training levels, years of experience, and accreditation Percent of early care and education programs of high quality versus poor quality Percent of adults who are satisfied with their childcare	Sustainable Measures Indicators Database	Vermont ("Ready Kindergartners" Questionnaire—teacher) Rhode Island (planned—DCYF Child Care Licensing) Minnesota (Child Care Resource and Referral) Rhode Island (planned—DCYF/DHS)	NHES: 95 #E24

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of Minnesota families paying more than 10% of their income for child care Percent of families receiving child care assistance Percent of licensed child care providers who are willing to care for children receiving child care assistance Percent of income-eligible families using child care subsidies (i.e., child care subsidy “take-up rate”) Percent of families receiving child care support Percent of families on child care subsidies		Minnesota (MN Household Child Care Survey) Minnesota (Child Care Assistance Data) Minnesota (Child Care Resource and Referral) Rhode Island Delaware (planned; Dept. of Health and Social Services) New York (Office of Children and Family Services)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of subsidized slots Average weekly rate for child care Subsidized weekly rate for child care Percent of families who have access to resources in making child care decisions Percent of children and families whose transportation needs for child care and other early education are met		New York (Office of Children and Family Services) Vermont (Child Care Services Division) Vermont (Child Care Services Division) Minnesota (Child Care Resource and Referral) Minnesota (School Readiness)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition C: Family Economically Secure	Total income of all persons in household: \$25,000 or less, more than \$25,000 Median income for families with children under age 6, by household type: Married couple household Single male headed household Single female headed household Personal income per capita Average earnings per job Median family income as percent of US median	Sustainable Measures Indicators Database Sustainable Measures Indicators Database Sustainable Measures Indicators Database	South Carolina	NHES:91 #S22; NHES:93 #R168; NHES:93 #P123; NHES: 95 #P8; NHES: 99 #PW6

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Per capita income as percent of state average Per capita income in non metropolitan areas Poverty status for families with children under age 5, by household type: Children living in a married couple household with an income below the poverty level Children living in a single parent household with an income below the poverty level Children living with a single father with an income below the poverty level Children living with a single mother with an income below the poverty level Ratio of income to poverty status for families with children under age 5: Families living at 50% of poverty and below Families living at 100% of poverty and below Families living at 185% of poverty and below Families living at 200% of poverty and below	Sustainable Measures Indicators Database Sustainable Measures Indicators Database	South Carolina South Carolina	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children under age 6 below the poverty line Percent of children/youth in poverty Percent of children living in poverty Percent of jobs that pay a livable wage for a family of two Percent of jobs that did not pay a self sufficiency wage	Zero Population Growth, Kid Friendly Cities Report Card; Sustainable Measures Indicators Database Sustainable Measures Indicators Database Sustainable Measures Indicators Database	Rhode Island New York (Office of Temporary and Disability Assistance)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of people living below the poverty line	Sustainable Measures Indicators Database		
	Percent of households with incomes more than 200 percent above poverty line	Sustainable Measures Indicators Database		
	Employment Rate	Sustainable Measures Indicators Database		
	Unemployment rate	Zero Population Growth, Kid Friendly Cities Report Card; Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Employment status of parents in families with children under age 6, by family type (both parents present, single mother, single father):</p> <ul style="list-style-type: none"> Both parents are in the labor force One parent is in the labor force No parent is in the labor force <p>Hours worked per week of parents with children under age 6, by family type (both parents present, single mother, single father)</p> <p>Percent of mothers with low education</p> <p>Highest grade or year of school that parent(s) completed: up to 8th grade, 9th to 11th grade, 12th grade but no diploma, high school diploma/equivalent, vo/tech program after high school but no vo/tech diploma, vo/tech diploma after high school, some college but no degree, associates degree, bachelors degree, graduate or professional school but no degree, masters degree (MA, MS), doctorate degree (PhD, EDD), professional degree beyond bachelors degree (medicine/MD, dentistry/DDS, law/JD/LLB, etc.)</p> <p>Number of births to mothers with less than a high school diploma</p>	<p>Kids Count, City Trends (1990-1998)</p>	<p>South Carolina</p> <p>South Carolina</p> <p>North Carolina (School Readiness Assessment—parent survey #9 & 10)</p> <p>South Carolina</p>	<p>NHES: 95 #N7; NHES: 99 #PU5; NHES: 93 #R137</p>

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults reporting they work for pay	Hope VI Resident Satisfaction Survey #62		
	Percent of adults reporting they are enrolled in school or in a vocational training program	Hope VI Resident Satisfaction Survey #63		
	Percent of adults reporting they are looking for employment	Hope VI Resident Satisfaction Survey #64		
	Percent of residents who want to work full time who actually work full time	Sustainable Measures Indicators Database		
	Percent of disposable personal income that is being saved	Sustainable Measures Indicators Database		
	Per capita debt	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents reporting that since their child was born, their family had serious financial problems or was unable to pay the monthly bills Percent of parents reporting that in between a child’s birth and their fifth birthday, their family had serious financial problems or was unable to pay the monthly bills Percent of parents reporting that in between a child’s birth and their fifth birthday, their family was on welfare or received AFDC (Aid to Families with Dependent Children) Percent of children currently receiving AFDC Percent of AFDC recipients who have received it for more than 24 consecutive months Percent of residents receiving welfare	Sustainable Measures Indicators Database Sustainable Measures Indicators Database Sustainable Measures Indicators Database		ECLS-K (Fall 1999) EMQ.190 NHES: 93 #R125 NHES: 93 #R129

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of children ages 0-4 in families receiving welfare</p> <p>Number of single mothers with children under 6 who are on TANF</p> <p>Percent of children receiving public assistance</p> <p>Percent of parents reporting that in between a child’s birth and their fifth birthday, their family received food stamps</p> <p>Percent of children receiving food stamps</p> <p>Percent of people who are food stamp recipients</p>	<p>Sustainable Measures Indicators Database</p>	<p>Vermont (Dept. of Social Welfare)</p> <p>South Carolina</p> <p>New York (Office of Temporary and Disability Assistance)</p> <p>New York (Office of Temporary and Disability Assistance)</p>	<p>NHES: 93 #R127</p>

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of single mothers with children under 6 who are receiving food stamps Number of single mothers with children under 6 who are on Medicaid Average healthcare as a percent of income Health care cost relative to state/local expenditure Percent of population covered by health insurance Percent of children eligible for free or reduced price lunch	Sustainable Measures Indicators Database Sustainable Measures Indicators Database Sustainable Measures Indicators Database Sustainable Measures Indicators Database	South Carolina South Carolina	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition D: Family Connected to Supportive Networks, Formal and Informal	Percent of adults who feel that a friend or family member would suggest doing something, just to take their mind off their problems	SS-B #1 ; ISSB #6		
	Percent of adults who feel that a friend or family member would visit them or invite them over	SS-B #2		
	Percent of adults who feel that a friend or family member would comfort them if they were upset	SS-B #3		
	Percent of adults who feel that a friend or family member would give them a ride if they needed one	SS-B #4		
	Percent of adults who feel that a friend or family member would have lunch or dinner with them	SS-B #5		
	Percent of adults who feel that a friend or family member would look after their belongings (house, pets, etc.) for a while	SS-B #6 ; ISSB #4		
	Percent of adults who feel that a friend or family member would loan them a car if needed	SS-B #7		
	Percent of adults who feel that a friend or family member would joke around or suggest doing something to cheer them up	SS-B #8 ; ISSB #37		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would go to a movie or concert with them Percent of adults who feel that a friend or family member would suggest how they could find out more about a situation Percent of adults who feel that a friend or family member would help them with a move or big chore Percent of adults who feel that a friend or family member would listen to them if they needed to talk about their feelings Percent of adults who feel that a friend or family member would have a good time with them Percent of adults who feel that a friend or family member would pay for their lunch if they were broke Percent of adults who feel that a friend or family member would suggest a way they might do something Percent of adults who feel that a friend or family member would give them encouragement to do something difficult	SS-B #9 SS-B #10 SS-B #11 SS-B #12; ISSB #24 SS-B #13 SS-B #14 SS-B #15, ISSB #15 SS-B #16		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would give them advice about what to do Percent of adults who feel that a friend or family member would chat with them Percent of adults who feel that a friend or family member would help them figure out what they want to do Percent of adults who feel that a friend or family member would show them that they understood what they want to do Percent of adults who feel that a friend or family member would buy them a drink if they were short of money Percent of adults who feel that a friend or family member would help them decide what to do Percent of adults who feel that a friend or family member would give them a hug or otherwise show them they are cared about Percent of adults who feel that a friend or family member would call them just to see how they are doing	SS-B #17 SS-B #18 ; ISSB #7 SS-B #19 SS-B #20 SS-B #21 SS-B #22 ; ISSB #16 SS-B #23 SS-B #24		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would help them figure out what was going on	SS-B #25		
	Percent of adults who feel that a friend or family member would help them out with some necessary purchases	SS-B #26		
	Percent of adults who feel that a friend or family member would not pass judgement on them	SS-B #27		
	Percent of adults who feel that a friend or family member would tell them who to talk to for help	SS-B #28		
	Percent of adults who feel that a friend or family member would lend them money for an indefinite period of time	SS-B #29		
	Percent of adults who feel that a friend or family member would be sympathetic if they were upset	SS-B #30		
	Percent of adults who feel that a friend or family member would stick by them in a crunch	SS-B #31		
	Percent of adults who feeling that a friend or family member would buy them clothes if they were short of money	SS-B #32		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would tell them about the available choices and options	SS-B #33		
	Percent of adults who feel that a friend or family member would loan them tools, equipment, or appliances if they needed them	SS-B #34		
	Percent of adults who feel that a friend or family member would give them reasons why they should or should not do something	SS-B #35		
	Percent of adults who feel that a friend or family member would show affection for them	SS-B #36		
	Percent of adults who feel that a friend or family member would show them how to do something they don't know how to do	SS-B #37 , ISSB #35		
	Percent of adults who feel that a friend or family member would bring them little presents or things they need	SS-B #38		
	Percent of adults who feel that a friend or family member would tell them the best way to get something done	SS-B #39		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would talk to other people to arrange something for them	SS-B #40		
	Percent of adults who feel that a friend or family member would loan them money and want to “forget about it”	SS-B #41		
	Percent of adults who feel that a friend or family member would tell them what to do	SS-B #42		
	Percent of adults who feel that a friend or family member would offer them a place to stay for a while	SS-B #43 ; ISSB #38		
	Percent of adults who feel that a friend or family member would help them think about a problem	SS-B #44		
	Percent of adults who feel that a friend or family member would loan them a fairly large sum of money (the equivalent of a month’s rent or mortgage)	SS-B #45		
	Percent of adults who feel that a friend or family member would help them understand why they didn’t do something well	ISSB #23		
	Percent of adults who feel that a friend or family member would give them feedback on how they are doing	ISSB #36		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would make it clear what is expected of them Percent of adults who feel that a friend or family member would give them some information to help them understand a situation Percent of adults who feel that a friend or family member would check back with them to see if they followed their advice Percent of adults who feel that a friend or family member would tell them who they should see for assistance Percent of adults who feel that a friend or family member would tell them what to expect in a future situation Percent of adults who feel that a friend or family member would say things to make their situation clearer Percent of adults who feel that a friend or family member would assist them in setting a goal for themselves	ISSB #13 ISSB #19 ISSB #21 ISSB #32 ISSB #33 ISSB #27 ISSB #12		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would tell them what they did in a similar situation	ISSB #5		
	Percent of adults who feel that a friend or family member would tell them how they felt in a similar situation	ISSB #28		
	Percent of adults who feel that a friend or family member would tell them that they feel very close to them	ISSB #28		
	Percent of adults who feel that a friend or family member would let them know they will always be around when help is needed	ISSB #29		
	Percent of adults who feel that a friend or family member would tell them they are okay just the way they are	ISSB #10		
	Percent of adults who feel that a friend or family member would express interest and concern for their well-being	ISSB #30		
	Percent of adults who feel that a friend or family member would comfort them by showing them some physical affection	ISSB #18		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would tell them they would keep their conversations confidential Percent of adults who feel that a friend or family member would express esteem or respect for a competency of theirs Percent of adults who feel that a friend or family member would be there for them in a stressful situation Percent of adults who feel that a friend or family member would agree with them that what they want to do is right Percent of adults who feel that a friend or family member would let them know that they did something well Percent of adults who feel that a friend or family member would help them do something that needs to be done Percent of adults who feel a sense of community with other people on their block (e.g., they share interests and concerns)	ISSB #11 ISSB #14 ISSB #2 ISSB #26 ISSB #8 ISSB # 39 Neighboring in an Urban Environment #C1		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who care about the block they live on	Neighboring in an Urban Environment #C3		
	Percent of adults who participate in a block organization	Neighboring in an Urban Environment #D1		
	Percent of adults who have done volunteer work in their community in the past 12 months	Hope VI Resident Satisfaction Survey #65		
	Average rescue call response time	Sustainable Measures Indicators Database		
	Emergency calls per capita	Sustainable Measures Indicators Database		
	Percent citizen participation in community projects	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of people feeling they can rely on others in the community for help	Sustainable Measures Indicators Database		
	Percent who say most people can be trusted	Sustainable Measures Indicators Database		
	Neighborhood livability as rated by residents	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Percent of adults who are satisfied with the building they live in	Hope VI Resident Satisfaction Survey #3		
	Percent of adults who are satisfied with the apartment they are living in	Hope VI Resident Satisfaction Survey #4		
	Percent of housing units whose condition is:	Hope VI Windshield Survey #5		
	Having minor/some deterioration			
	Having major deterioration			
Being dilapidated/abandoned				
Percent of dwellings in need of major repair	Sustainable Measures Indicators Database			
Percent of adults who report that in their apartment there is a problem with peeling paint on walls or broken plaster	Hope VI Resident Satisfaction Survey #6			

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their apartment there is a problem with plumbing that doesn't work	Hope VI Resident Satisfaction Survey #7		
	Percent of adults who report that in their apartment there is a problem with rats or mice	Hope VI Resident Satisfaction Survey #8		
	Percent of adults who report that in their apartment there is a problem with broken locks or no locks on the door to the unit	Hope VI Resident Satisfaction Survey #9		
	Percent of adults who report that in their apartment there is a problem with broken windows or windows without screens	Hope VI Resident Satisfaction Survey #10		
	Percent of adults who report that in their apartment there is a problem with a heating system that doesn't work	Hope VI Resident Satisfaction Survey #11		
	Percent of adults who report that in their apartment there is a problem with a stove or refrigerator that does not work	Hope VI Resident Satisfaction Survey #12		
	Percent of adults who report that in their apartment there is a problem with exposed wire or electrical problems	Hope VI Resident Satisfaction Survey #13		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of adults who report that in their building there is a problem with broken light bulbs that are not replaced for at least 24 hours</p> <p>Percent of adults who report that in their building there is a problem with trash and junk in the halls and stairwells</p> <p>Percent of adults who report feeling that people in their building generally help each other out</p> <p>Percent of adults who report that in their building during the past 12 months there were vacant apartments boarded up</p> <p>Percent of adults who report that in their building during the past 12 months there were vacant apartments rented to new tenants within 30 days</p> <p>Percent of adults who report that in their building during the past 30 days there were things fixed by the housing authority</p> <p>Percent of adults who report that in their building during the past 12 months the elevators were not working for more than 24 hours</p>	<p>Hope VI Resident Satisfaction Survey #27</p> <p>Hope VI Resident Satisfaction Survey #28</p> <p>Hope VI Resident Satisfaction Survey #39</p> <p>Hope VI Resident Satisfaction Survey #48</p> <p>Hope VI Resident Satisfaction Survey #49</p> <p>Hope VI Resident Satisfaction Survey #50</p> <p>Hope VI Resident Satisfaction Survey #51</p>		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their building during the past 12 months there were problems with trash piling up in the hallways Percent of adults who report that in their building during the past 12 months the housing authority started new programs or activities Indoor air quality Percent of adults who report that in their apartment there is a problem with too little living space Floor area per person in housing Percent of adults who report that in their apartment there is a problem with adequacy of storage space	Hope VI Resident Satisfaction Survey #52 Hope VI Resident Satisfaction Survey #53 Sustainable Measures Indicators Database Hope VI Resident Satisfaction Survey #14 Sustainable Measures Indicators Database Hope VI Resident Satisfaction Survey #15		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their apartment there is a problem with too much noise	Hope VI Resident Satisfaction Survey #16		
	Home Ownership: Percent who rent, own, or have another arrangement			NHES:91 #S20; NHES: 93 #R160; NHES: 93 #P116; NHES: 95 #P1; NHES: 99 #PW1
	Average house price to income ratio	Sustainable Measures Indicators Database		
	Homeownership rate	Sustainable Measures Indicators Database		
	Percent of adults who report that their block is a good place to raise kids	Neighboring in an Urban Environment #B4g		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who rate the overall quality of their neighborhood as {excellent, good, fair, or poor}	Hope VI Windshield Survey #14		
	Percent of adults who are satisfied with the block they live on	Neighboring in an Urban Environment #B1		
	Percent of adults who are satisfied with their neighborhood (defined as the area around their block)	Neighboring in an Urban Environment #B2		
	Percent of adults who report their block as safe	Neighboring in an Urban Environment #B4a		
	Percent of adults who report feeling safe being alone at night in the area right outside their building (parking lots, lawns, streets or sidewalks right outside their building)	Hope VI Resident Satisfaction Survey #17		
	Percent of adults who report feeling safe alone at night in their apartments	Hope VI Resident Satisfaction Survey #18		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their building there is a problem with people being attacked or robbed in the stairwells, hallways, elevators or lobby of their building	Hope VI Resident Satisfaction Survey #19		
	Percent of adults who report that in their building there is a problem with people selling drugs	Hope VI Resident Satisfaction Survey #20		
	Percent of adults who report that in their building there is a problem with people using drugs	Hope VI Resident Satisfaction Survey #21		
	Percent of adults who report that in their building there is a problem with shootings and violence	Hope VI Resident Satisfaction Survey #25		
	Percent of adults who report that in their building there is a problem with people breaking in or sneaking into homes to steal things	Hope VI Resident Satisfaction Survey #26		
	Percent of adults who report that in their building there is a problem with young people controlling the building	Hope VI Resident Satisfaction Survey #22		
	Percent of adults who report that in their building there is a problem with groups of people just hanging out	Hope VI Resident Satisfaction Survey #23		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their building there is a problem with graffiti (painting or writing on the walls) Number of Neighborhood Watch Groups	Hope VI Resident Satisfaction Survey #24 Sustainable Measures Indicators Database		
	Percent of adults who report their block as attractive	Neighboring in an Urban Environment #B4b		
	Percent of adults who report their block houses in good condition	Neighboring in an Urban Environment #B4e		
	Percent of adults who report the streets/walks on their block as in good condition	Neighboring in an Urban Environment #B4f		
	Percent of adults who report their block as neat	Neighboring in an Urban Environment #B4c		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report their block as quiet Number of noise complaints to local authorities Percent of new residential lots within ¼ mile of services Percent of neighborhood land being used for: residential commercial industrial institutional Percent of residential structures: Pre- 1945 1946-1960 1961-present	Neighboring in an Urban Environment #B4d Sustainable Measures Indicators Database Sustainable Measures Indicators Database Hope VI Windshield Survey #1 Hope VI Windshield Survey #2		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of residential structures: single-family detached garden/row/townhouse multifamily (2-4 units) multifamily (5-10 units) multifamily (10+ units) Percent of housing whose construction is: wood frame masonry mixed Percent of housing in neighborhood that is: luxury high quality average quality below quality poor Density of alcohol outlets in certain areas	Hope VI Windshield Survey #3 Hope VI Windshield Survey #4 Hope VI Windshield Survey #13 Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition B: Safe, Healthy Public Space	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition B: Safe, Healthy Public Space	Percent of parents reporting it is very safe for children to play outside during the day in their neighborhood Percent of people feeling safe walking alone at night Percent of people who report decreased park use due to fear Percent of families living in safe environments	Sustainable Measures Indicators Database Sustainable Measures Indicators Database NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		ECLS-K (Spring 2000) HEQ.400

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition B: Safe, Healthy Public Space	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	<p>Percent of parents reporting that there is a big problem in the area or block around their house or apartment with garbage, litter or broken glass in the street or road, on the sidewalks, or in yards</p> <p>Percent of adults who rate the condition of streets, curbs, and gutters in their neighborhood as {excellent, good, fair, or poor}</p> <p>Percent of adults who rate the maintenance of street lighting, trash containers, and signs in their neighborhood as {excellent, good, fair, or poor}</p> <p>Percent of adults who rate the presence of litter, abandoned cars, and other problems in their neighborhood as {excellent, good, fair, or poor}</p> <p>Percent of adults who report that outside their building there is a problem with trash and junk in the parking lots and lawns</p> <p>Percent of adults who rate owner housekeeping (side yards, backyards, porches, or garages) in their neighborhood as {excellent, good, fair, or poor}</p> <p>Percent of parents reporting that there is a big problem in the area or block around their house or apartment with selling or using drugs or excessive drinking in public</p>	<p>Hope VI Windshield Survey #6</p> <p>Hope VI Windshield Survey #7</p> <p>Hope VI Windshield Survey #8</p> <p>Hope VI Resident Satisfaction Survey #36</p> <p>Hope VI Windshield Survey #9</p>		<p>ECLS-K (Spring 2000) HEQ.410</p> <p>ECLS-K (Spring 2000) HEQ.420</p>

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition B: Safe, Healthy Public Space	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that outside their building there is a problem with people selling drugs	Hope VI Resident Satisfaction Survey #31		
	Percent of adults who report that outside their building there is a problem with people using drugs	Hope VI Resident Satisfaction Survey #32		
	Percent of parents reporting that there is a big problem in the area or block around their house or apartment with burglary or robbery			ECLS-K (Spring 2000) HEQ.430
	Percent of adults who report that outside their building there is a problem with people being attacked or robbed	Hope VI Resident Satisfaction Survey #30		
	Percent of parents reporting that there is a big problem in the area or block around their house or apartment with violent crimes like drive-by shootings			ECLS-K (Spring 2000) HEQ.440
	Percent of adults who report that outside their building there is a problem with shootings and violence	Hope VI Resident Satisfaction Survey #35		
	Percent of parents reporting that there is a big problem in the area or block around their house or apartment with vacant houses and buildings			ECLS-K (Spring 2000) HEQ.450
	Percent of adults who report that outside their building there is a problem with groups of people just hanging out	Hope VI Resident Satisfaction Survey #33		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition B: Safe, Healthy Public Space	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that outside their building there is a problem with graffiti (painting or writing on the walls)	Hope VI Resident Satisfaction Survey #34		
	Number of bad air days	Zero Population Growth, Kid Friendly Cities Report Card; Sustainable Measures Indicators Database		
	Number of complaints about air quality per year	Sustainable Measures Indicators Database		
	Air quality index	Sustainable Measures Indicators Database		
	Days per year that air quality standards are met	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition B: Safe, Healthy Public Space	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of acres of public open space	Sustainable Measures Indicators Database		
	Parks and playgrounds as percent of urban area	Sustainable Measures Indicators Database		
	Number of trees on public property	Sustainable Measures Indicators Database		
	Number of sworn police officers per 1000 people	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition C: Absence of Abuse, Neglect, Exposure to Violence	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition C: Absence of Abuse, Neglect, Exposure to Violence	Reported cases of abuse and neglect		South Carolina	
	Rate of child abuse and neglect for children ages 0-4		Vermont (Child Protection Agency)	
	Reported cases of physical abuse		South Carolina	
	Reported cases of neglect		South Carolina	
	Child abuse and neglect rate for children under age 5		Rhode Island	
	Percent of children who have been the victim of a crime or domestic violence			FACES-K Parent (Spring 1998, 1999) # N18
	Indicated reports of child abuse and maltreatment		New York (Office of Children and Family Services)	
	Abuse and neglect rate of children	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition C: Absence of Abuse, Neglect, Exposure to Violence	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of children receiving protective services for abuse/neglect Percent of children who have ever witnessed a crime or domestic violence Percent of adults who report having bullets come into their apartment in the past 12 months Percent of adults who report that they or someone they know had their purse or jewelry snatched from them in the past 12 months Percent of adults who report that they or someone they know was stabbed or shot in the past 12 months Percent of adults who report that someone tried to break into their home to steal something in the past 12 months	Sustainable Measures Indicators Database Hope VI Resident Satisfaction Survey #46 Hope VI Resident Satisfaction Survey #41 Hope VI Resident Satisfaction Survey #43 Hope VI Resident Satisfaction Survey #44		FACES-K Parent (Spring 1998) # P2a; FACES-K Parent (Spring 1998) # N17

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition C: Absence of Abuse, Neglect, Exposure to Violence	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that they or someone they know was beaten or assaulted in the past 12 months	Hope VI Resident Satisfaction Survey #42		
	Percent of adults who report that they or someone they know was caught in a shootout in the past 12 months	Hope VI Resident Satisfaction Survey #45		
	Violent and property crimes per 1,000 persons	Zero Population Growth, Kid Friendly Cities Report Card		
	Crime victims as a percent of population	Sustainable Measures Indicators Database		
	Crime rate	Sustainable Measures Indicators Database		
	Property crime rate	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition C: Absence of Abuse, Neglect, Exposure to Violence	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Violent crime rate	Sustainable Measures Indicators Database		
	Domestic assault reported per 100,000 people	Sustainable Measures Indicators Database		
	Homicide rate per 100,000 people	Sustainable Measures Indicators Database		
	Rapes reported per 10,000 people	Sustainable Measures Indicators Database		



School Readiness Indicator Items

January 25, 2002

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Materials prepared for the Pathways Mapping Project,
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Survey Legend

Acronym	Full Name	Contact Info
ECLS-K (Fall 99) Parent	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Fall 1999, Parent Survey	Jerry West Director, Early Childhood Studies Program NCES 1990 K Street, NW, Room 9046 Washington, DC 20006-5650 202-502-7335 202-502-7455 (fax) http://nces.ed.gov/ecls
ECLS-K (Fall 99) Teacher, Part C	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Fall 1999, Teacher Survey Part C	See above
ECLS-K (Spring 00) Parent	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Spring 2000, Parent Survey	See above
ECLS-K (Spring 00) Teacher, Part C	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Spring 2000, Teacher Survey Part C	See above
FACES-K (Spring 98) Parent	Family and Child Experiences Survey Kindergarten Year, Spring 1998, Parent Survey	Louisa Tarullo Federal Project Officer Commissioner's Office of Research and Evaluation Administration on Children, Youth, and Families Switzer Building, Room 2130 330 C Street, SW Washington, DC 20201 202-205-8324 ltarullo@acf.dhhs.gov http://www2.acf.dhhs.gov/programs/hsb
FACES-K (Spring 99) Parent	Family and Child Experiences Survey Kindergarten Year, Spring 1999, Parent Survey	See above
FACES-K (Spring 00) Parent	Family and Child Experiences Survey Kindergarten Year, Spring 2000, Parent Survey	See above
FACES-K (Spring 01) Child	Family and Child Experiences Survey Kindergarten Year, Spring 2001, Child Assessment	See above

Acronym	Full Name	Contact Info
NHES: 91	1991 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 93	1993 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 95	1995 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 99	1999 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
Missouri School Entry Assessment Project – Parent/Guardian Survey	Missouri School Entry Assessment Project – Parent/Guardian Survey	Sharon Ford Schattgen Coordinator of Curriculum and Assessment Division of Instruction Missouri Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65102 573-751-2625 See above
Missouri School Entry Assessment Project – Teacher Survey	Missouri School Entry Assessment Project – Teacher Survey	See above
North Carolina School Readiness Assessment – Parent Survey	North Carolina School Readiness Assessment – Parent Survey	Kelly Maxwell Investigator Frank Porter Graham Child Development Center The University of North Carolina at Chapel Hill Campus Box 8180 105 Smith Level Road Chapel Hill, NC 27599-8180 (919) 966-9865 maxwell@unc.edu
Vermont “Ready Kindergartners” Questionnaire – Teacher	Vermont “Ready Kindergartners” Questionnaire – Teacher	David Murphey Agency of Human Services Planning Division 103 S. Main St. Waterbury, VT 05671-0201 802-241-2238 David.Murphey@state.vt.us

Acronym	Full Name	Contact Info
Vermont “Ready Schools” Principal Questionnaire	Vermont “Ready Schools” Principal Questionnaire	See above
Hope VI Resident Satisfaction Survey	Hope VI Baseline Resident Satisfaction Survey	Linda B. Fossburg Abt Associates 4800 Montgomery Lane, Suite 600 Bethesda, MD 20814 301-319-0500 www.abtassoc.com
Hope VI Windshield Survey	Hope VI Windshield Neighborhood Survey	Linda B. Fossburg Abt Associates 4800 Montgomery Lane, Suite 600 Bethesda, MD 20814 301-319-0500 www.abtassoc.com
ISSB	Inventory of Socially Supportive Behaviors	Manuel Barrera Box 871104 Department of Psychology Arizona State University Tempe, AZ 85287-1104 480-965-3826 Manuel.Barrera@asu.edu
Kids Count	Kids Count, City Trends (1990-1998)	Child Trends 4301 Connecticut Ave. NW Suite 100 Washington, DC 20008 202-362-5580 www.childtrends.org
Neighboring in an Urban Environment	Neighboring in an Urban Environment	Abraham Wandersman Department of Psychology University of South Carolina Columbia, SC 29208 803-777-7671 wandersman@sc.edu

Acronym	Full Name	Contact Info
NOWG	The National Outcome Work Groups	Eric Killian Area Extension Specialist Children, Youth & Families 2345 Red Rock, Suite 100 Las Vegas, NV 89146-3160 702-257-5542 killian@unce.unr.edu http://ag.arizona.edu/fcr/fs/nowg/index.html
SS-B	Social Support Behaviors Scale	Alan Vaux Department of Psychology Southern Illinois University Carbondale, IL 69201
Sustainable Measures	Sustainable Measures Indicators Database	Sustainable Measures PO Box 361 North Andover, MA 01845 978-9751988 mhart@tiac.net http://www.sustainablemeasures.com
Zero Population Growth	Zero Population Growth, Kid Friendly Cities Report Card (Part of the Children's Environmental Index)	Zero Population Growth, Inc. 1400 16 th St, NW Suite 320 Washington, D.C. 20036 202-332-2302 tinfo@zpg.org http://www.zpg.org

Advantages and Disadvantages of National and State Surveys and Indicators--Legend

Advantages

- A1: Cost effective
- A2: National benchmarking available for nationally representative data set
- A3: Time efficient
- A4: Part of a scale assessment for which psychometric information is available
- A5: Benchmarking available for special sample

Disadvantages

- D1: Expensive
- D2: No national benchmarks
- D3: Time-consuming to gather
- D4: Used only at a particular point in time
- D5: Number is only relevant if related to total eligible
- D6: More direct assessment is optimal
- D7: Information from administrative records optimal
- D8: Memory problems to retrospective questions
- D9: No subsequent cohorts planned; will become outdated
- D10: Multiple informants desirable
- D11: May be difficult for respondent to answer honestly; embarrassing
- D12: Informant may not have access to this information, may not know, may not have basis to judge
- D13: Requires child to be present; may not always be possible
- D14: Respondent may fear consequences of responding
- D15: Strong tendency may exist to want to respond favorably
- D16: Similar, but not identical to national benchmarking data

**INDICATOR ITEMS
National**



National

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
	ECLS-K				
Cognitive Development	ECLS-K (Fall 99) Parent	CHQ.105	Does (CHILD) learn, think and solve problems... Better than other children (his/her) age As well as other children Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Fall 99) Teacher Part C	#10	This child recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Fall 99) Teacher Part C	#12	This child uses his/her senses to explore and observe – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Fall 99) Teacher Part C	#13	This child forms explanations based on observations and explorations – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Fall 99) Teacher Part C	#14	This child classifies and compares living and non-living things in different ways – for example, classifying objects according to “things that are alive and not alive,” or “things that fly and things that crawl,” or “plants and animals.” Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#10	<p>This child recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat.</p> <p>Not Yet Beginning In Progress Intermediate Proficient Not Applicable</p>	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#12	<p>This child uses his/her senses to explore and observe – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added.</p> <p>Not Yet Beginning In Progress Intermediate Proficient Not Applicable</p>	A1, A2, A3	D6, D9

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#13	This child forms explanations based on observations and explorations – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#14	This child classifies and compares living and non-living things in different ways – for example, classifying objects according to “things that are alive and not alive,” or “things that fly and things that crawl,” or “plants and animals.” Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#15	This child sorts, classifies, and compares math materials by various rules and attributes – for example creating a rule for sorting keys, such as “keys with numbers” in one pile and “keys without numbers” in another pile, or “ or sorting shapes by several attributes such as “large plastic shapes” and “small wooden shapes.” Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#16	This child orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest, or musical instruments from softest to loudest. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#17	This child shows an understanding of the relationship between qualities – for example, knowing that a group of ten small stones is the same quantity as a group of ten larger blocks. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#18	This child solves problems involving numbers using concrete objects – for example, “Vera has six blocks, George has three, how many blocks are there in all?” or “How many do I need to give George so he will have the same number of blocks as Vera?” Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#19	This child demonstrates an understanding of graphing activities – for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which is the least. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#20	This child uses instruments accurately for measuring – for example, by using a balance scale to compare the weight of two objects, or using tablespoons and teaspoons during a cooking project, or using a measuring tape to measure the length of different objects. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	ECLS-K (Spring 00) Teacher Part C	#21	Uses a variety of strategies to solve math problems – for example, using manipulative materials, looking for a pattern, or acting out a problem. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #14	How often (does (CHILD)) show eagerness to learn new things? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #17	How often (does (CHILD)) act impulsively? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #23	How often (does (CHILD)) persist in completing tasks? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #8	How often (does (CHILD)) get angry easily? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Family Economically Secure	ECLS-K (Fall 99) Parent	EMQ.190	During how many years or months since (he/she) was born has (CHILD)'s family had serious financial problems? ____ Enter Number REFUSED DON'T KNOW Enter Unit MONTH YEAR REFUSED DON'T KNOW	A2	D8, D9
Healthy, Wanted Birth	ECLS-K (Fall 99) Parent	CHQ.010	When (he/she) was born, did (CHILD) weigh more than 5 ½ pounds? Yes No REFUSED DON'T KNOW	A2	D8, D9
Healthy, Wanted Birth	ECLS-K (Fall 99) Parent	CHQ.015	When (he/she) was born, did (CHILD) weigh more than 3 pounds? Yes No REFUSED DON'T KNOW	A1, A2	D8, D9
Healthy, Wanted Birth	ECLS-K (Fall 99) Parent	CHQ.025	Was (CHILD) born more than two weeks before (he/she) was due? Yes No REFUSED DON'T KNOW	A1, A2	D8, D9

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.010	Is (CHILD) now receiving care from a relative on a regular basis (including care provided before or after school)? This may include grandparents, brothers and sisters, or any relatives other than (you/(CHILD)'s (parents/guardians)). Yes No REFUSED DON'T KNOW	A2	D9
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.015	Has (CHILD) ever received care from a relative on a regular basis? Yes No REFUSED DON'T KNOW	A2	D8, D9
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.115	Is (CHILD) now receiving care in a private home on a regular basis from someone who is not related to (him/her) (including care provided before and after school)? This includes home child care providers, regular sitters or neighbors. Yes No REFUSED DON'T KNOW	A2	D9
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.120	Has (CHILD) ever received care in a private home from a nonrelative on a regular basis? Yes No REFUSED DON'T KNOW	A2	D8, D9

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.210	Has (CHILD) ever attended Head Start? Yes No REFUSED DON'T KNOW	A2	D8, D9
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.260	Is (CHILD) now attending a day care center or a before or after school program at a school or in a center on a regular basis? Yes No REFUSED DON'T KNOW	A2	D9
High Quality Child Care	ECLS-K (Fall 99) Parent	CCQ.265	(Other than Head Start, has/Has) (CHILD) ever attended a day care center, nursery school, preschool, prekindergarten or before or after school program at a school or in a center on a regular basis? Yes No REFUSED DON'T KNOW	A2	D8, D9

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Fall 99) Parent	CHQ.200	Does (Child) pronounce words, communicate with and understand others... IF RESPONDENT INDICATES CHILD DIFFERS ON ANY OF THE AREAS (E.G., CAN UNDERSTAND BUT NOT PRONOUNCE), SAY: “Answer for the area in which the child has the most difficulty.” Better than other children (his/her) age As well as other children Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#1	This Child uses complex sentence structures – for example, says “If she had brought her umbrella, she wouldn’t have gotten wet,” or “Yesterday it was raining cats and dogs,” or “Why can’t we go on the field trip at the same time as the first grade?” Not yet Beginning In Progress Intermediate Proficient Not applicable	A1, A2, A3	D6, D9

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Fall 99) Teacher Part C	#2	Understands and interprets a story or other text read to him/her – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#3	Easily and quickly names all upper- and lower-case letters of the alphabet Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#4	This child produces rhyming words – for example, says a word that rhymes with “whip”, “shop”, “drink”, - or “light”. Not yet Beginning In Progress Intermediate Proficient Not applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#5	This child predicts what will happen next in stories by using the pictures and storyline for clues. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Fall 99) Teacher Part C	#6	This child reads simple books independently – for example, reads books with a repetitive language pattern. Not yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#7	This child demonstrates early writing behaviors – for example, by using initial consonants to spell words (“d” for the word “dog”) or using the letter names to represent sounds (“r” for the word “are”) or phonetic spelling (“hrt” for the word “heart”), to convey words and ideas. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Fall 99) Teacher Part C	#8	This child demonstrates an understanding of some of the conventions of print – for example, by using both upper- and lower-case letters when writing, or putting spaces between words, or using a period at the end of a sentence. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Spring 00) Teacher Part C	#1	This Child uses complex sentence structures – for example, says “If she had brought her umbrella, she wouldn’t have gotten wet,” or “Yesterday it was raining cats and dogs,” or “Why can’t we go on the field trip at the same time as the first grade?” Not yet Beginning In Progress Intermediate Proficient Not applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Spring 00) Teacher Part C	#2	Understands and interprets a story or other text read to him/her – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Spring 00) Teacher Part C	#3	Easily and quickly names all upper- and lower-case letters of the alphabet Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Spring 00) Teacher Part C	#4	This child produces rhyming words – for example, says a word that rhymes with “chip,” “shop,” “drink,” or “light.” Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Spring 00) Teacher Part C	#5	This child predicts what will happen next in stories by using the pictures and storyline for clues. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Spring 00) Teacher Part C	#6	This child reads simple books independently – for example, reads books with a repetitive language pattern. Not yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	ECLS-K (Spring 00) Teacher Part C	#7	This child demonstrates early writing behaviors – for example, by using initial consonants to spell words (“d” for the word “dog”) or using the letter names to represent sounds (“r” for the word “are”) or phonetic spelling (“hrt” for the word “heart”), to convey words and ideas. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Language Development	ECLS-K (Spring 00) Teacher Part C	#8	This child demonstrates an understanding of some of the conventions of print – for example, by using both upper- and lower-case letters when writing, or putting spaces between words, or using a period at the end of a sentence. Not Yet Beginning In Progress Intermediate Proficient Not Applicable	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.100	Does (CHILD) pay attention... Better than other children (his/her) age As well as other children Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A1, A2, A3	D6, D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.140	Thinking about (CHILD)'s overall activity level, would you say (he/she) is... Less active than other children of (his/her) age, About as active, Slightly more active, or A lot more active than other children of (his/her) age, REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.160	What was the diagnosis? PROBE: What was the primary diagnosis? LEARNING DISABILITY ATTENTION DEFICIT DISORDER (ADD) HYPERACTIVITY DYSLEXIA MENTAL RETARDATION OTHER (SPECIFY) _____ REFUSED DON'T KNOW	A1, A2	D7, D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.175	<p>Does (CHILD) show good coordination in moving (his/her) arms and legs? Would you say (he/she) does this... IF RESPONDENT REPORTS DIFFERENTIALLY FOR ARMS OR LEGS OR FOR SIDES OF THE BODY, SAY: "Answer for the part of the body your child has the most difficulty using." IF CHILD HAS EPISODIC TROUBLE, SAY: "Answer for what you consider a typical day." Better than other children (his/her) age As well as other children Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW</p>	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.230	<p>Does (CHILD) have difficulty hearing and understanding speech in a normal conversation? YES NO REFUSED DON'T KNOW</p>	A1, A2, A3	D6, D7, D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.260	Which of the following best describes (CHILD)'s hearing loss? Is (he/she)... Deaf in both ears, Deaf in one ear and hard of hearing in the other, Deaf in one ear and normally hearing in the other, Hard of hearing in both ears, or Hard of hearing in one ear and normally hearing in the other? REFUSED DON'T KNOW	A1, A2, A3	D6, D7, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.285	Does (CHILD) have difficulty seeing objects in the distance or letters on paper? YES NO REFUSED DON'T KNOW	A1, A2, A3	D6, D7, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.320	Please tell me which of the following (CHILD)'s best eyesight allows (him/her) to see. Print in children's story books, Form and/or color of objects, but not detail, Shadows, Lights, or Does (CHILD) see no light or have no light perception? REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.330	Would you say (CHILD)'s health is... Excellent Very good Good Fair, or Poor? REFUSED DON'T KNOW	A1, A2, A3	D6, D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Parent	CHQ.410	Does (CHILD) currently use special equipment for children with special needs such as a wheelchair, communication board, or other assistive device? YES NO REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #24	How often (does (CHILD)) pay attention well? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Physical Well-Being and Motor Development	ECLS-K (Spring 00) Parent	CHQ.130	Compared to other (boys/girls) (his/her) age, how physically active is (CHILD) during structured activities like sports or activities at day care or school? Is (he/she)... More physically active than other (boys/girls) Less physically active than other (boys/girls) About the same as other (boys/girls) REFUSED DON'T KNOW	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development	ECLS-K (Spring 00) Parent	FDQ.220	In the last 12 months, did (CHILD) ever skip a meal because there wasn't enough money for food? YES NO REFUSED DON'T KNOW	A2	D8, D9, D11

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	ECLS-K (Spring 00) Parent	FDQ.250	In the last 12 months, did (CHILD) ever not eat for a whole day because there wasn't enough money for food? YES NO REFUSED DON'T KNOW	A2	D8, D9, D11
Physical Well-being and Motor Development	ECLS-K (Spring 00) Teacher Part C	Student Information #4	During structured play time, how does this child compare with other children in the class in terms of physical activity? A lot less active than most A little less active than most About the same as most A little more active than most A lot more active than most	A1, A2, A3	D6, D9
Physical Well-Being and Motor Development; Social and Emotional Development	ECLS-K (Fall 99) Parent	CHQ.095	(CHILD) is independent and takes care of (himself/herself)... Better than other children (his/her) age As well as other children Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A2, A3	D6, D9
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.400	How safe is it for children to play outside during the day in your neighborhood? Would you say it's... Not at all safe Somewhat safe, or Very safe? REFUSED DON'T KNOW	A2	D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.410	How much of a problem are (garbage, litter, or broken glass in the street or road, on the sidewalks, or in yards) in the block or area around your house or apartment? Would you say they are a... Big problem Somewhat of a problem, or No problem? REFUSED DON'T KNOW	A2	D9, D11
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.420	How much of a problem are (selling or using drugs or excessive drinking in public) in the block or area around your house or apartment? Would you say they are a... Big problem Somewhat of a problem, or No problem? REFUSED DON'T KNOW	A2	D9, D11
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.430	How much of a problem are (burglary or robbery) in the block or area around your house or apartment? Would you say they are a... Big problem Somewhat of a problem, or No problem? REFUSED DON'T KNOW	A2	D9
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.440	How much of a problem are (violent crimes like drive-by shootings) in the block or area around your house or apartment? Would you say they are a... Big problem Somewhat of a problem, or No problem? REFUSED DON'T KNOW	A2	D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Safe, Healthy Public Space	ECLS-K (Spring 00) Parent	HEQ.450	How much of a problem are (vacant houses and buildings) in the block or area around your house or apartment? Would you say they are a... Big problem Somewhat of a problem, or No problem? REFUSED DON'T KNOW	A2	D9
Social and Emotional Development	ECLS-K (Fall 99) Parent	CHQ.325	Would you say (CHILD) behaves and relates to other children and adults... Better than other children (his/her) own age, As well as other children, Slightly less well than other children, or Much less well than other children? REFUSED DON'T KNOW	A2	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #10	How often (does (CHILD)) disturb ongoing activities? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #12	How often (does (CHILD)) get along with people who are different? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #13	How often (does (CHILD)) show low self-esteem? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #16	How often (is (CHILD)) sensitive to the feelings of others? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #18	How often (does (CHILD)) respond appropriately to peer pressure? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #19	How often (does (CHILD)) argue with others? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10

**INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #2	How often (does (CHILD)) express own feelings, opinions, and ideas without putting down those of others? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #20	How often (does (CHILD)) comfort or help other children? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #21	How often (does (CHILD)) easily adapt to changes in routine? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #22	How often (does (CHILD)) act sad or depressed? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #3	How often (does (CHILD)) fights with others? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #4	How often (does (CHILD)) worry about things? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #5	How often (does (CHILD)) forms and makes friendships? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #6	How often (does (CHILD)) appear lonely? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #9	How often (does (CHILD)) respect the property rights of others? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #7	How often (does (CHILD)) accept peers' ideas for group activities? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development; Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #1	How often (does (CHILD)) control temper? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Social and Emotional Development; Disposition to Learn	ECLS-K (Fall 99) Teacher Part C	Social Rating Scale #15	How often (does (CHILD)) work independently? Never Sometimes Often Very Often NO OPPORTUNITY TO OBSERVE	A2, A4	D9, D10
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Fall 99) Parent	MHQ.020	Are you legally married to (CHILD)'s biological (father/mother)? Yes No REFUSED DON'T KNOW	A2	D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Fall 99) Parent	MHQ.030	Are you and (CHILD)'s biological (father/mother) currently living together in a marriage-like relationship? Yes No REFUSED DON'T KNOW	A2	D9, D11
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Fall 99) Parent	MHQ.040	Are you legally married to someone who is not (CHILD)'s biological (father/mother) at the present time? Yes No REFUSED DON'T KNOW	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Fall 99) Parent	MHQ.045	Are you currently living in a marriage-like relationship with someone who is not (CHILD)'s biological (father/mother)? Yes No REFUSED DON'T KNOW	A2	D9, D11

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
<p>Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home</p>	<p>ECLS-K (Spring 99) Parent</p>	<p>DWQ.010 – DWQ.070</p>	<p>(CHILD) and I often have warm, close times together. Most of the times I feel that (CHILD) likes me and wants to be near me. I am usually too busy to joke and play around with (CHILD). Even when I'm in a bad mood, I show (CHILD) a lot of love. By the end of a long day, I find it hard to be warm and loving toward (CHILD). I express affection by hugging, kissing, and holding (CHILD). Being a parent is harder than I thought it would be. (CHILD) does things that really bother me. I find myself giving up more of my life to meet (CHILD)'s needs than I ever expected. I feel trapped by my responsibilities as a parent. I often feel angry with (CHILD). (CHILD) seems harder to care for than most. I find taking care of a young child more work than pleasure.</p> <p style="text-align: center;"> Completely true Mostly true Somewhat true Not at all true Don't know Refused </p>	<p>A2</p>	<p>D3, D9</p>

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	CFQ.100	Now, I'd like to ask some questions about your relationship with {NAME OF CURRENT PARTNER}. Would you say that your relationship is... Very happy Fairly happy Not too happy Don't know Refused	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	HEQ.500	In a typical week, please tell me the number of days at least some of the family eats breakfast together. Range: 0 to 7 Don't know Refused	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	HEQ.510	In a typical week, please tell me the number of days (CHILD) has breakfast at a regular time. Range: 0 to 7 Don't know Refused	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	HEQ.520	In a typical week, please tell me the number of days your family eats the evening meal together. Range: 0 to 7 Don't know Refused	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	HEQ.530	In a typical week, please tell me the number of days the evening meal is served at a regular time. Range: 0 to 7 Don't know Refused	A2	D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	HEQ.550	On weeknights during the school year, does (CHILD) usually go to bed at about the same time each night, or does (his/her) bedtime vary a lot from night to night? Has usual bedtime Bedtime varies Don't know Refused	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 99) Parent	PPQ.100 – PPQ.210	How often during the past week have you felt... That you were bothered by things that don't usually bother you? That you did not feel like eating, that your appetite was poor? That you could not shake off the blues even with help from your family or friends? That you had trouble keeping your mind on what you were doing? Depressed? That everything you did was an effort? Fearful? That your sleep was restless? That you talked less than usual? Lonely? Sad? That you could not get going? Never Some of the time A moderate amount of the time Most of the time Don't know Refused	A2	D3, D9

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 00) Parent	HEQ.200	In the past week, how often did (CHILD) look at picture books outside of school? Would you say... Never Once or twice a week 3 to 6 times a week, or Every day? REFUSED DON'T KNOW	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 00) Parent	HEQ.210	In the past week, how often did (CHILD) read to (himself/herself) or to others outside of school? Would you say... Never Once or twice a week 3 to 6 times a week, or Every day? REFUSED DON'T KNOW	A2	D9
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 00) Parent	HEQ.220	Do you have a home computer that (CHILD) uses? Yes No REFUSED DON'T KNOW	A2	D9
Strong Bonds With Primary caregiver, Structured, stimulating, Stable Environment at Home	ECLS-K (Spring 00) Parent	PIQ.110	During this school year, have you or another adult in your household taken it upon yourself to contact (CHILD)'s teacher or school for any reason having to do with (CHILD)? Yes No REFUSED DON'T KNOW	A2	D9, D10, D11

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	ECLS-K (Spring 00) Parent	PIQ.130	Since the beginning of the school year, have you or the other adults in your household attended an open house or a back-to-school night? Yes No REFUSED DON'T KNOW	A2	D8, D9
	FACES-K				
Cognitive Development	FACES-K (Spring 00) Parent	#G2	Can (CHILD) identify the colors red, yellow, blue and green by name? Would you say... All of them Some of them, or None of them?	A1, A3, A5	D6
Cognitive Development	FACES-K (Spring 00) Parent	#G3	Can (he/she) recognize... All the letters of the alphabet Most of them Some of them, or None of them?	A1, A3, A5	D6
Cognitive Development	FACES-K (Spring 01) Child	#A1	Can you tell me your full name? If child gives first name only, probe: What is your last name?	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#A2	How old are you? If child holds up fingers, probe: How old is that?	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#A3	When is your birthday? If child gives month but not day, probe: Can you tell me what day your birthday is? If child gives day but not month, probe: What month is your birthday?	A5	D1, D3, D13

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	FACES-K (Spring 01) Child	#AS1-AS8	Identifying pictures (e.g., goats) on a page containing various pictures (e.g., farm animals) in a series of progressively more complex tasks. (ages 4-5)	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#D01	“color bears” task – identifying basic colors	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#D02	“color bears” task – counting 10 bears, identifying the total number of bears in a group of 10.	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#F1-6	Counting and identifying numbers of items such as fingers or animals in pictures.	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 01) Child	#F7-23	Counting and simple addition and subtraction of items from simple (e.g., “How many circles are there in this picture?”) to complex (e.g., “If you had three cars and someone gave you two more, how many would you have all together?”) using pictures of the items.	A5	D1, D3, D13
Cognitive Development	FACES-K (Spring 98) Parent	#G1	Can (CHILD) identify the colors red, yellow, blue and green by name? Would you say... All of them Some of them, or None of them?	A5	D6, D10
Cognitive Development	FACES-K (Spring 98) Parent	#G2	Can (he/she) recognize... All the letters of the alphabet Most of them Some of them, or None of them?	A5	D6, D10
Cognitive Development	FACES-K (Spring 99) Parent	#G1	Can (CHILD) identify the colors red, yellow, blue and green by name? Would you say... All of them Some of them, or None of them?	A1, A3, A5	D6

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	FACES-K (Spring 01) Child	Interviewer Rating #1a	Child's response during assessment: Task persistence: Persists with task Attempts task briefly Attempts task after much encouragement Refuses	A5	D1, D3, D13
Disposition to Learn	FACES-K (Spring 01) Child	Interviewer Rating #1d	Child's response during assessment: Attention to directions Listens carefully to entire direction Attends only to brief direction Plunges ahead after hearing only portion Plunges ahead immediately	A5	D1, D3, D13
Disposition to Learn	FACES-K (Spring 01) Child	Interviewer Rating #1e	Child's response during assessment: Comprehension of directions Rapid comprehension of most directions, given age expectations Understands after several repetitions Partial comprehension of directions Does not appear to comprehend most directions	A5	D1, D3, D13

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	FACES-K (Spring 00) Parent	#G5	Does (CHILD)... mostly write and draw rather than scribble? Yes No Write (his/her) first name, even if some of the letters are backwards? Yes No Trip, stumble or fall easily? Yes No Stutter or stammer? Yes No When (CHILD) speaks, is (he/she) understandable to a stranger? Yes No	A1, A3, A5	D6, D10, D12
Language Development	FACES-K (Spring 00) Parent	#G6	Is (Child) able to read story books on (his/her) own now? Yes No	A1, A3, A5	D6
Language Development	FACES-K (Spring 00) Parent	#I3	How many times has someone in your family read to (CHILD) in the past week? Would you say... Not at all Once or twice Three or more times Every Day	A5	D12
Language Development	FACES-K (Spring 01) Child	#CA1-9	Copying an object from simple (e.g., line) to complex (e.g., interlocking circles, parallelograms)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#E14-23	Identifying words (e.g., “to,” “dog,” “must,” or “fixed”) from a sheet, either 1, 3, or 6 words at a time	A5	D1, D3, D13

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	FACES-K (Spring 01) Child	#E6-13	Identifying letters from a sheet, either 2 letters or 5 letters at a time	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#G10	(Show child the capital letters “S” and “F”) Look at the two letters. The first letter is a capital or big S. The next letter is a capital or big F. Print a capital Y. (“Y” must be capital.)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#G11	(Show child the lowercase letters “e” and “h”) Look at the two letters. The first letter is a lowercase or small e. The next letter is a lowercase or small h. Print a lowercase i. (“i” must be lowercase.)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#G7	Print the letter O (capital or lowercase is correct)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#G8	Print the letter X (capital or lowercase is correct)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#G9	(Show child the capital letters “H” and “R”) Look at the two letters. The first letter is a capital or big H. The next letter is a capital or big R. Print a capital D. (“D” must be capital, backwards is incorrect.)	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	#H1-7	“Where’s My Teddy” – Test of story and print concepts (e.g., identifying the front of a book, knowing that you read from left to right, using pictures to understand the story).	A5	D1, D3, D13
Language Development	FACES-K (Spring 01) Child	Section B	Test of receptive vocabulary (PPVT III, form A)	A5	D1, D3, D13

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	FACES-K (Spring 98) Parent	#F8	Does (CHILD)... mostly write and draw rather than scribble? Yes No	A5	D6, D10
Language Development	FACES-K (Spring 98) Parent	#F9	Can (CHILD) write (his/her) name even if some of the letters are backward? No Yes DON'T KNOW	A1, A3, A5	D6
Language Development	FACES-K (Spring 98) Parent	#D1	How many times has someone in your family read to (CHILD) in the past week? Would you say... Not at all Once or twice Three or more times Every Day	A5	D12
Language Development	FACES-K (Spring 99) Parent	#D1	How many times has someone in your family read to (CHILD) in the past week? Would you say... Not at all Once or twice Three or more times Every Day	A5	
Language Development	FACES-K (Spring 99) Parent	#F1	Can (CHILD) recognize... All of the letters of the alphabet Most of them Some of them, or None of them?	A1, A3, A5	D6
Language Development	FACES-K (Spring 99) Parent	#F8	Does (CHILD) mostly write and draw rather than scribble? Yes No	A1, A3, A5	D6

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	FACES-K (Spring 99) Parent	#F9	Can (CHILD) write (his/her) name even if some of the letters are backward? No Yes DON'T KNOW	A1, A3, A5	D6
Language Development; Development on Track	FACES-K (Spring 01) Child	Interviewer Rating #1f	Child's response during assessment: Verbalization Many spontaneous comments Occasional comments Responds only when spoken to Extremely reluctant to speak or inappropriate speech	A5	D1, D3, D13
Physical Well-Being and Motor Development	FACES-K (Spring 01) Child	Interviewer Rating #1b	Child's response during assessment: Attention span: Focuses attention voluntarily Attends with assessor direction Some distraction with noise or movement of others Easily distracted	A5	D1, D3, D13
Physical Well-Being and Motor Development	FACES-K (Spring 01) Child	Interviewer Rating #1c	Child's response during assessment: Body movement: Sits quietly Some squirming Much movement Out of seat; body constantly in motion	A5	D1, D3, D13
Physical Well-Being and Motor Development	FACES-K (Spring 99) Parent	#K8	Is (CHILD) covered by health insurance <u>other than Medicaid</u> through your job(s) or the job of another employed adult? No Yes	A5	D11

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	FACES-K (Spring 99) Parent	#N5	Where does (CHILD) usually go for medical care when (he/she) is sick or injured? A private doctor, private clinic, or HMO An outpatient clinic run by a hospital The emergency room at a hospital Public health department or community health center A migrant health clinic The Indian Health Service Or someplace else (please specify) _____ Don't Know	A5	
Physical Well-Being and Motor Development	FACES-K (Spring 99) Parent	#N6	Where does (CHILD) go for dental care? (CHILD) has not been to the dentist yet A private dentist, private clinic, or HMO An outpatient clinic run by a hospital The Public Health Department or a community dental clinic A migrant dental clinic The Indian Health Service Dental Clinic Other (Please specify) _____ Don't Know	A5	
Physical Well-Being and Motor Development Disposition to Learn	FACES-K (Spring 00) Parent	#K3	(Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn? Yes No	A5	D6, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development; Disposition to Learn	FACES-K (Spring 98) Parent	#E4	(Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn? Yes No	A5	D10, D11, D12
Physical Well-Being and Motor Development; Disposition to Learn	FACES-K (Spring 99) Parent	#E4	(Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn? Yes No	A5	D6, D12
Social and Emotional Development	FACES-K (Spring 00) Parent	#L20	Is (CHILD)'s father in this household? Father in household Father not in household Father deceased	A5	
Social and Emotional Development	FACES-K (Spring 00) Parent	#L4	Is (CHILD)'s mother in this household? Mother in household Mother not in household Mother deceased	A5	
Social and Emotional Development	FACES-K (Spring 01) Child	Interviewer Rating #1g	Child's response during assessment: Ease of relationship (rapport) Immediately friendly Friendly but reserved Shy Very reluctant and/or fearful	A5	D1, D3, D13
Social and Emotional Development	FACES-K (Spring 01) Child	Interviewer Rating #1h	Child's response during assessment: Confidence Very sure of self Confident with things known; attempts new things with encouragement Reluctant to try new or difficult things Very uncertain; needs much encouragement	A5	D1, D3, D13

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	FACES-K (Spring 98) Parent	#P2a	Has (CHILD) been a witness to a violent crime since (Month of Last Interview)? Yes No REFUSED DON'T KNOW	A5	D8, D11
Social and Emotional Development	FACES-K (Spring 98) Parent	#P3b	Has (CHILD) been the victim of a violent crime since (Month of last interview)? Yes No REFUSED DON'T KNOW	A5	D8, D11
Social and Emotional Development	FACES-K (Spring 99) Parent	#P2a	Has (CHILD) been a witness to a violent crime since last spring? Yes No REFUSED DON'T KNOW	A5	D8, D11
Social and Emotional Development	FACES-K (Spring 99) Parent	#P3b	Has (CHILD) been the victim of a Violent crime since last spring? Yes No REFUSED DON'T KNOW	A5	D8, D11
	NHES				
Cognitive Development	NHES: 93	#R14	Can (CHILD) identify the colors red, yellow, blue and green by name? Would you say... All of them Some of them, or None of them?	A1, A2, A3	D6, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	NHES: 93	#R16	How high can (CHILD) count? Would you say... Not at all Up to five Up to ten Up to twenty Up to fifty, or Up to 100 or more?	A1, A2, A3	D6, D12
Cognitive Development	NHES: 99	#PE01	Can (CHILD) identify the colors red, yellow, blue, and green by name? Would you say... All of them Some of them, or None of them?	A1, A2, A3	D6, D10
Cognitive Development	NHES: 99	#PE03	How high can (CHILD) count? Would you say... Not at all Up to five Up to ten Up to twenty Up to fifty, or Up to 100 or more?	A1, A2, A3	D6, D10
Development on Track	NHES: 93	#R105a	(Is/Does) (CHILD) (have) (DISABILITY) now? Yes No	A1, A2, A3	D6, D10, D11, D12
Development on Track	NHES: 93	#R109	Is there a particular place that you (or other PARENT/GUARDIAN) usually take (CHILD) for <u>routine</u> care such as getting checkups or shots? Yes No	A1, A2, A3	D11, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Development on Track	NHES: 93	#R110	About how long has it been since (CHILD) last saw a medical doctor or other health professional for a checkup, shots, or other routine care? Would you say... Less than 1 year 1 year, but less than 2 years 2 years or more	A1, A2, A3	D11, D12
Development on Track	NHES: 93	#R111	Has (CHILD) ever been to a dentist or dental hygienist for dental care? Yes No	A1, A2, A3	D11, D12
Development on Track	NHES: 93	#R112	About how long has it been since (CHILD) last saw a dentist or dental hygienist for dental care? Would you say... Less than 1 year 1 year, but less than 2 years 2 years or more	A1, A2, A3	D11, D12
Development on Track	NHES: 99	#PT01	Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed? Yes No	A1, A2, A3	D8, D11
Development on Track	NHES: 99	#PT02	About how long has it been since (CHILD) last saw a medical doctor or other health professional for a checkup, shots, or other routine care? Would you say... Less than 1 year 1 year, but less than 2 years, or 2 years or more?	A1, A2, A3	D8, D11, D12
Development on Track	NHES: 99	#PT03	Has (CHILD) ever been to a dentist or dental hygienist for dental care? Yes No	A1, A2, A3	D8, D11, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Development on Track	NHES: 99	#PT04	About how long has it been since (CHILD) last saw a dentist or dental hygienist for dental care? Would you say... Less than 1 year 1 year, but less than 2 years, or 2 years or more?	A1, A2, A3	D8, D11, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition To Learn	NHES: 93	#R105	Has (CHILD) ever had any of the following disabling conditions that adversely affected (his/her) ability to learn? Has (he/she) ever had... a. A learning disability? Yes No b. Mental retardation? Yes No c. Speech Impairment? Yes No d. Serious emotional disturbance? Yes No e. Deafness? Yes No f. Other hearing impairment? Yes No g. Blindness? Yes No h. Other visual impairment? Yes No i. Orthopedic impairment? Yes No j. Other health impairment lasting 6 months or more? Yes No	A1, A2, A3	D6, D10, D11, D12

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	NHES: 91	#S22	Can you tell me which group best describes an estimate of the total income of all persons in your household over the past year. Please include income from all sources, such as salaries or other earnings, interest, retirement, and so on for all household members. Is your household income... \$25,000 or less, or more than \$25,000	A1, A2, A3	D11, D12
Family Economically Secure	NHES: 93	#S22	Please tell me which group best describes an estimate of the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement and so on for all household members. Is your household income... \$25,000 or less, or more than \$25,000 Was it... \$5,000 or less \$5,001 to \$10,000 \$10,001 to \$15,000 \$15,001 to \$20,000 \$20,001 to \$25,000 \$25,001 to \$30,000 \$30,001 to \$35,000 \$35,001 to \$40,000 \$40,001 to \$50,000 \$50,001 to \$75,000 Over \$75,000	A1, A2, A3	D11, D12
Family Economically Secure	NHES: 93	#R123	(Between (CHILD)'s birth and (his/her) fifth birthday/ Since (CHILD) was born) did (you/(CHILD)'s mother) work outside the home for pay? Yes No	A1, A2, A3	D8

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	NHES: 93	#R125	(Between (CHILD)'s birth and (his/her) fifth birthday/ Since (CHILD) was born) was there any time in which (CHILD)'s family had serious financial problems or was unable to pay the monthly bills? Yes No	A1, A2, A3	D8, D11, D12
Family Economically Secure	NHES: 93	#R127	(Between (CHILD)'s birth and (his/her) fifth birthday/ Since (CHILD) was born) was there any time in which (CHILD)'s family received food stamps? Yes No	A1, A2, A3	D8, D11, D12
Family Economically Secure	NHES: 93	#R129	(Between (CHILD)'s birth and (his/her) fifth birthday/ Since (CHILD) was born) was there any time in which (CHILD)'s family was on welfare or received AFDC, or Aid to Families with Dependent Children? Yes No	A1, A2, A3	D8, D11, D12

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	NHES: 93	#R168	<p>Please tell me which group best describes an estimate of the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement and so on for all household members. Is your household income...</p> <p style="padding-left: 40px;">\$25,000 or less, or more than \$25,000</p> <p>Was it...</p> <p style="padding-left: 40px;">\$5,000 or less \$5,001 to \$10,000 \$10,001 to \$15,000 \$15,001 to \$20,000 \$20,001 to \$25,000 \$25,001 to \$30,000 \$30,001 to \$35,000 \$35,001 to \$40,000 \$40,001 to \$50,000 \$50,001 to \$75,000 Over \$75,000</p>	A1, A2, A3	D11, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	NHES: 95	#P08	<p>In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?</p> <p>Was it...</p> <p style="padding-left: 40px;">\$25,000 or less, or</p> <p style="padding-left: 40px;">More than \$25,000?</p> <p>Was it...</p> <p style="padding-left: 40px;">\$5,000 or less</p> <p style="padding-left: 40px;">\$5,001 to \$10,000</p> <p style="padding-left: 40px;">\$10,001 to \$15,000</p> <p style="padding-left: 40px;">\$15,001 to \$20,000, or</p> <p style="padding-left: 40px;">\$20,001 to \$25,000?</p> <p style="padding-left: 40px;">\$25,001 to \$30,000</p> <p style="padding-left: 40px;">\$30,001 to \$35,000</p> <p style="padding-left: 40px;">\$35,001 to \$40,000</p> <p style="padding-left: 40px;">\$40,001 to \$50,000</p> <p style="padding-left: 40px;">\$50,001 to \$75,000, or</p> <p style="padding-left: 40px;">Over \$75,000?</p>	A1, A2, A3	D11, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	NHES: 99	#PW06	In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members? Was it... \$25,000 or less, or More than \$25,000? Was it... \$5,000 or less \$5,001 to \$10,000 \$10,001 to \$15,000 \$15,001 to \$20,000, or \$20,001 to \$25,000? \$25,001 to \$30,000 \$30,001 to \$35,000 \$35,001 to \$40,000 \$40,001 to \$50,000 \$50,001 to \$75,000, or Over \$75,000?	A1, A2, A3	D11, D12
Healthy, Wanted Birth	NHES: 91	#C8	When (CHILD) was born, did (he/she) weigh more than 5 ½ pounds? Yes No	A1, A2, A3	D8
Healthy, Wanted Birth	NHES: 93	#R101	When (he/she) was born, did (CHILD) weigh more than 5 ½ pounds? Yes No	A1, A2, A3	D8, D12
Healthy, Wanted Birth	NHES: 93	#R102	Did (CHILD) weigh more than 3 pounds? Yes No	A1, A2, A3	D8, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Healthy, Wanted Birth	NHES: 93	#R103	When (CHILD) was born, did (he/she) receive any care in an intensive care unit, premature nursery, or any other type of special care facility? Yes No	A1, A2, A3	
Healthy, Wanted Birth	NHES: 95	#M01	When (CHILD) was born, did (he/she) weigh more than 5 and a half pounds? Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 91	#E29A	Did (CHILD) ever receive care on a <u>regular basis</u> from a relative other than you (and (OTHER PARENT/ GUARDIAN))? This includes brothers and sisters, grandparents, or any other relatives. Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 91	#E30A	Did (CHILD) ever receive care on a <u>regular basis</u> from someone who is not related to (him/her)? This does not include organized settings like daycare centers. Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 91	#E31	Did (CHILD) ever go to a daycare center? Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 91	#E32	Other than the programs we have already talked about, did (CHILD) ever go to a nursery school, prekindergarten or Head Start program? Yes No	A1, A2, A3	D8

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 91	#P1A	Is (CHILD) now receiving care on a <u>regular basis</u> from a relative other than you (and (OTHER PARENT/ GUARDIAN))? This includes brothers and sisters, grandparents, or any other relatives. Yes No	A1, A2, A3	
High Quality Child Care	NHES: 91	#P2A	Is (CHILD) now receiving care on a <u>regular basis</u> from someone who is not related to (him/her)? This includes neighbors, friends, or home child care providers, but does not include organized settings like daycare centers. Yes No	A1, A2, A3	
High Quality Child Care	NHES: 91	#P3A	Is (CHILD) now going to a daycare center? Yes No	A1, A2, A3	
High Quality Child Care	NHES: 91	#P3D	How many hours each week does (CHILD) go to (the/each) daycare center? Hours _____	A1, A2, A3	
High Quality Child Care	NHES: 91	#P3E	On the days when (CHILD) goes to this daycare center, does (he/she) go for a full-day or part-day program? Full-day Part-day	A1, A2, A3	
High Quality Child Care	NHES: 91	#P3F	Does the daycare center (CHILD) goes to have an educational program? Yes No	A1, A2, A3	D12
High Quality Child Care	NHES: 91	#P3G	Is (CHILD)'s program at this daycare center a Head Start program?	A1, A2, A3	D12

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 91	#P4A	Not counting any programs we already discussed, is (CHILD) now going to a nursery school, prekindergarten, or Head Start program? This does not include regular kindergarten. Yes No	A1, A2, A3	
High Quality Child Care	NHES: 93	#R32	Is (CHILD) now attending or enrolled in Head Start? Yes No	A1, A2, A3	D12
High Quality Child Care	NHES: 93	#R33	(Prior to starting (kindergarten/first grade), did/Has) (CHILD) <u>ever</u> (attend/attended) Head Start? Yes No	A1, A2, A3	D8, D12
High Quality Child Care	NHES: 93	#R36	(Other than Head Start) Is (CHILD) now attending a nursery school, prekindergarten, preschool, or a daycare center? Yes No	A1, A2, A3	
High Quality Child Care	NHES: 93	#R40	Have any of the (Head Start programs) (or) (nursery schools, prekindergartens, preschools, or daycare centers) (CHILD) has gone to had an educational program? Yes No	A1, A2, A3	D12
High Quality Child Care	NHES: 95	#D01	In (CHILD) now receiving care from a relative on a regular basis (including care provided before or after school)? This may include grandparents, brothers and sisters, or any relatives other than (you or) (CHILD'S) parents (or guardians). Yes No	A1, A2, A3	

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 95	#D02	Has (CHILD) ever received care from a relative on a regular basis? Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 95	#E01	Now I'd like to ask you about any care (CHILD) receives from nonrelatives in a private home. This includes care by home childcare providers, regular sitters, or neighbors, but does not include Head Start, day care centers, nursery schools or preschools. Is (CHILD) now receiving care in a private home on a regular basis from someone who is not related to (him/her)(including care provided before or after school? Yes No	A1, A2, A3	
High Quality Child Care	NHES: 95	#E02	Has (CHILD) ever received care in a private home from a nonrelative in a regular basis? Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 95	#E08	Does (CHILD) receive that care on school days, weekends, or both? School Days Weekends Both	A1, A2, A3	
High Quality Child Care	NHES: 95	#E09	On school days, does (CHILD) receive that care before school, after school or both? Before School After School Both	A1, A2, A3	

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 95	#E24	Has (CHILD'S) care provider received education or training specifically related to young children, such as in early childhood education or child psychology? Yes No	A1, A2, A3	D12
High Quality Child Care	NHES: 95	#F01	Is (CHILD) now attending Head Start? Yes No	A1, A2, A3	D12
High Quality Child Care	NHES: 95	#G05	Is (CHILD) now attending a day care center or a before or after school program at a school or in a center? Yes No	A1, A2, A3	
High Quality Child Care	NHES: 95	#G06	Has (CHILD) ever attended a day care center, nursery school, preschool, prekindergarten, or before or after school program at a school or in a center? Yes No	A1, A2, A3	D8
High Quality Child Care	NHES: 95	#G16	On the days that (CHILD) goes to that program, does (he/she) go for a full-day or part-day program? Full-Day Part-Day	A1, A2, A3	
High Quality Child Care	NHES: 95	#G17	Does (CHILD) go to that program on school days, weekends of both? School Days Weekends Both	A1, A2, A3	
High Quality Child Care	NHES: 95	#G18	On school days, does (CHILD) go to that program before school, after school or both? Before School After School Both	A1, A2, A3	

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 99	#PF01	Is (CHILD) now receiving care from a relative on a regular basis? This may include grandparents, brothers, and sisters, or any relatives other than (you or) (CHILD'S) parents (or guardians). Yes No	A1, A2, A3	
High Quality Child Care	NHES: 99	#PG01	Now I'd like to ask you about any care (CHILD) receives from nonrelatives in a private home. This includes care by home care providers, regular sitters, or neighbors, but does not include Head Start, day care centers, nursery schools, or preschools. Is (CHILD) now receiving care in a private home on a regular basis from someone who is not related to (him/her)? Yes No	A1, A2, A3	
High Quality Child Care	NHES: 99	#PN01	First, I'd like to ask you about care (CHILD) now receives before or after school on a regular basis from someone other than (you or) (his/her) parents (or guardians), and before or after school programs (CHILD) attends on a regular basis, whether or not there is a charge or fee. This does not include occasional babysitting or backup care providers. Is (CHILD) now receiving care from a relative on a regular basis before or after school? This may include grandparents, brothers and sisters, or any relatives other than (you or) (his/her) parents (or guardians). Yes No	A1, A2, A3	

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	NHES: 99	#PO01	Is (CHILD) now receiving care before or after school in a private home on a regular basis from someone who is not related to (him/her)? This includes care by home care providers, regular sitters, or neighbors, but does not include day care centers or before or after school programs at schools or centers. Yes No	A1, A2, A3	
Language Development	NHES: 93	#R15	Can (CHILD) recognize... All of the letters of the alphabet Most of them Some of them, or None of them?	A1, A2, A3	D6, D12
Language Development	NHES: 93	#R17	Can (CHILD) write (his/her) first name, even if some of the letters are backwards? Yes No	A1, A2, A3	D6, D12
Language Development	NHES: 93	#R19	Does (CHILD) hold a pencil properly? Yes No	A1, A2, A3	D6
Language Development	NHES: 93	#R20	Does (CHILD) mostly write and draw rather than scribble? Yes No	A1, A2, A3	D6
Language Development	NHES: 93	#R27	When (he/she) speaks, is (CHILD) understandable to a stranger? Yes No	A1, A2, A3	D6, D10
Language Development	NHES: 93	#R89	(Although (CHILD) doesn't yet read story books on (his/her) own,) Does (he/she) ever look at a book with pictures and pretend to read? Yes No	A1, A2, A3	D10, D11

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	NHES: 99	#PE02	Can (CHILD) recognize... All of the letters of the alphabet Most of them Some of them, or None of them?	A1, A2, A3	D6, D10
Language Development	NHES: 99	#PE04	Can (CHILD) write (his/her) first name, even if some of the letters are backwards? Yes No	A1, A2, A3	D6, D10
Language Development	NHES: 99	#PE07	(Although (CHILD) doesn't yet read story books on (his/her) own,) Does (he/she) ever look at the book and pretend to read? Yes No	A1, A2, A3	D6, D10
Physical Well-Being and Motor Development	NHES: 91	#C11	What is (CHILD)'s handicapping condition? Is it... A learning disability Mental retardation Speech impairment Severe emotional disturbance Hardness of hearing Deafness Orthopedic impairment Visual impairment/ blindness Deafness and blindness Other health problems Multiple handicaps	A1, A2, A3	D10, D12
Physical Well-Being and Motor Development	NHES: 93	#R18	Can (CHILD) button (his/her) clothes? Yes No	A1, A2, A3	D6
Physical Well-Being and Motor Development	NHES: 93	#R21	Does (CHILD) trip, stumble or fall easily? Yes No	A1, A2, A3	D6, D10, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	NHES: 93	#R25	Is (CHILD) very restless, and does (he/she) fidget a lot? Yes No	A1, A2, A3	D6, D10
Physical Well-Being and Motor Development	NHES: 93	#R26	Does (CHILD) have a very short attention span? Yes No	A1, A2, A3	D6, D10
Physical Well-Being and Motor Development	NHES: 93	#R30	Does (CHILD) turn on the television at a very high volume? Yes No	A1, A2, A3	D6, D12
Physical Well-Being and Motor Development	NHES: 93	#R31	Does (CHILD) bend over to look very closely at pictures or drawings? Yes No	A1, A2, A3	D6, D12
Physical Well-Being and Motor Development	NHES: 95	#M04	Does (CHILD) have any of the following disabilities? A specific learning disability? Mental retardation? A speech impairment? A serious emotional disturbance? Deafness? Another hearing impairment? Blindness? Another visual impairment? An orthopedic impairment? Another health impairment lasting 6 months or more?	A1, A2, A3	D6, D10, D11, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	NHES: 99	#PT05	Does (CHILD) have any of the following disabilities? A specific learning disability? Mental retardation? A speech impairment? A serious emotional disturbance? Deafness or another hearing impairment? Blindness or another visual impairment? An orthopedic impairment? Another health impairment lasting 6 months or more?	A1, A2, A3	D6, D10, D11, D12
Physical Well-Being and Motor Development; Development on Track	NHES: 93	#R104	Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed? Yes No	A1, A2, A3	D8, D11
Physical Well-Being and Motor Development; Development on Track	NHES: 95	#M03	Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed? Yes No	A1, A2, A3	D8, D11
Physical Well-Being and Motor Development; Healthy, Wanted Birth	NHES: 91	#C10	Does (CHILD) have any kind of handicapping condition? YES NO	A1, A2, A3	D10, D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development; No Preventable Injury or Disease	NHES: 93	#R106	In general, would you say that (CHILD)'s health is... Excellent Very good Good Fair, or Poor?	A1, A2, A3	D6, D10, D12
Physical Well-Being and Motor Development; No Preventable Injury or Disease	NHES: 95	#M02	In general, would you say that (CHILD)'s health is... Excellent Very good Good Fair, or Poor?	A1, A2, A3	D6, D10

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development; Social and Emotional Development; Disposition to Learn	NHES: 93	#R52	<p>Since the beginning of this school year, has a teacher said or written that...</p> <ul style="list-style-type: none"> a. (CHILD) has been doing really well in school? b. (CHILD) has not been learning up to (his/her) capabilities? c. (CHILD) doesn't concentrate, doesn't pay attention for long? d. (CHILD) has been acting up in school or disrupting the class? e. (CHILD) has often seemed sad or unhappy in class? f. (CHILD) has been very restless, fidgets all the time, or doesn't sit still? g. (CHILD) has been having trouble taking turns, sharing, or cooperating with other children? h. (CHILD) gets along with other children or works well in a group? i. (CHILD) is very enthusiastic and interested in a lot of different things? j. (CHILD) lacks confidence in learning new things or taking part in new activities? k. It's hard to understand what (CHILD) is saying? l. (CHILD) is often sleepy or tired in class? m. (CHILD) likes to speak out in class and express (his/her) ideas? 	A1, A2, A3	D8, D11

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	NHES: 93	#R22	Can (CHILD) be left alone with a babysitter without a big fuss? Yes No	A1, A2, A3	D11, D12
Social and Emotional Development	NHES: 93	#R24	Is (CHILD) afraid to speak to people (he/she) doesn't know? Yes No	A1, A2, A3	D6, D10
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	NHES: 91	#S20	Do you... Own your home Rent your home, or Have some other arrangement?	A1, A2, A3	
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	NHES: 93	#S20	Do you... Own your home Rent your home, or Have some other arrangement?	A1, A2, A3	
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	NHES: 93	#R160	Do you... Own your home Rent your home, or Have some other arrangement?	A1, A2, A3	D11
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	NHES: 95	#P01	Do you... Own your home, Rent your home, or Have some other arrangement?	A1, A2, A3	D11
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	NHES: 99	#PW01	Do you... Own your home, Rent your home, or Have some other arrangement?	A1, A2, A3	D11
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#C3	What is (CHILD)'s parents' marital status? Married Separated Divorced Widowed Living together in a marriage-like arrangement Not married	A1, A2, A3	

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E35	About how many books does (CHILD) have of (his/her) own? None 1 or 2 books 3 to 9 books 10 or more books	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E36	About how often do you or other family members read stories to (CHILD)? Never Several times a year Several times a month At least 3 times a week Every Day	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E37	About how often does (CHILD) read for enjoyment? Every day Several times a week Several times a month Several times a year Never	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E38	Does your family get a daily newspaper? Yes No	A1, A2, A3	

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E44	<p>In the past <u>week</u>, have you or someone in your family done the following things with (CHILD)? (If “Yes,” How many times in the last week: 1-2 times or 3+ times)</p> <p>Read to (him/her) Yes No</p> <p>Discussed current events Yes No</p> <p>Discussed science or nature Yes No</p> <p>Done arts and crafts Yes No</p> <p>Played games or sports Yes No</p> <p>Watched educational television Yes No</p>	A1, A2, A3	D12

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#E45	<p>In the past month, have you or someone else in your family done the following things with (CHILD)? (If “Yes,” How many times in the last month: 1-2 times or 3+ times) (If “No,” Has someone done this with (CHILD) in the past year?)</p> <p>Visited a library Yes No</p> <p>Gone to a movie Yes No</p> <p>Gone to a play, concert or other live show Yes No</p> <p>Visited an art gallery, museum, or historical site Yes No</p> <p>Visited a zoo or aquarium Yes No</p> <p>Visited a playground or park Yes No</p>	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#P19	<p>About how often do you (and OTHER PARENT/ GUARDIAN) read stories to (CHILD)? Would you say...</p> <p>Never Several times a year Several times a month At least 3 times a week Every day</p>	A1, A2, A3	D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#P24	<p>In the past week, have you or someone in your family done the following things with (CHILD)? (If “Yes,” How many times? Would you say one or two times, or three or more?)</p> <p>Read to (him/her)</p> <p style="padding-left: 40px;">Yes</p> <p style="padding-left: 40px;">No</p> <p>Taught letters, words or numbers</p> <p style="padding-left: 40px;">Yes</p> <p style="padding-left: 40px;">No</p> <p>Taught songs or music</p> <p style="padding-left: 40px;">Yes</p> <p style="padding-left: 40px;">No</p> <p>Told a story</p> <p style="padding-left: 40px;">Yes</p> <p style="padding-left: 40px;">No</p> <p>Sang a song</p> <p style="padding-left: 40px;">Yes</p> <p style="padding-left: 40px;">No</p> <p>Did arts and crafts</p> <p style="padding-left: 40px;">Yes</p> <p style="padding-left: 40px;">No</p> <p>Played games or sports</p> <p style="padding-left: 40px;">Yes</p> <p style="padding-left: 40px;">No</p> <p>Watched educational television</p> <p style="padding-left: 40px;">Yes</p> <p style="padding-left: 40px;">No</p>	A1, A2, A3	D12

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 91	#P25	<p>In the past <u>month</u>, have you or someone in your family done the following things with (CHILD)? (If “No,” How about in the past year?)</p> <p>Visited a library Month Yes No Year Yes No Gone to a movie Month Yes No Year Yes No Gone to a play, concert or other live show Month Yes No Year Yes No Visited an art gallery, museum or historical site Month Yes No Year Yes No Visited a zoo or aquarium Month Yes No Year Yes No Visited a playground or park Month Yes No Year</p>	A1, A2, A3	D12

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 93	#R100	<p>In the past month, have you or someone else in your family done the following things with (CHILD)?</p> <p>Visited a library Yes No</p> <p>Gone to a play, concert or other live show Yes No</p> <p>Visited an art gallery, museum, or historical site Yes No</p> <p>Visited a zoo or aquarium Yes No</p> <p>Talked with (CHILD) about (his/her) family history or ethnic heritage Yes No</p> <p>Attended an event sponsored by a community or religious group Yes No</p>	A1, A2, A3	D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 93	#R137	What is the highest grade or year of school that (you/ (CHILD)'s (mother/ stepmother/ adopted mother/ foster mother/ female guardian)) completed? Up to 8 th grade 9 th to 11 th grade High school diploma/ equivalent Vocational/ technical program after high school 1-2 years of college Associate's degree 3-4 years of college Bachelor's degree Graduate or professional school (year/degree)	A1, A2, A3	DD12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 93	#R99	<p>In the past week, have you or someone in your family done the following things with (CHILD)? (If “Yes,” How many times? Would you say one or two times, or three or more?)</p> <p>Told (CHILD) a story Yes No</p> <p>Taught (him/her) letters, words or numbers Yes No</p> <p>Taught (CHILD) songs or music Yes No</p> <p>Did arts and crafts Yes No</p> <p>Played with toys or games indoors Yes No</p> <p>Played games or sports outdoors Yes No</p> <p>Took (CHILD) along while doing errands like going to the post office, the bank, or the store Yes No</p> <p>Involved (CHILD) in household chores like cooking, cleaning, setting the table, or caring for pets Yes No</p>	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 95	#L03	<p>In the past week, have you or someone in you family told (CHILD) a story? Yes No</p>	A1, A2, A3	D12

**INDICATOR ITEMS
National**



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 95	#L05	In the past month, have you or someone in your family visited a library with (CHILD) Yes No	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 95	#N07	What is the highest grade or year of school that (you/(CHILD'S))(mother/step-mother/foster mother) completed? Up to 8 th grade 9 th to 11 th grade 12 th grade but no diploma High school diploma/equivalent Voc/tech program after high school but not voc/tech diploma Voc/tech diploma after high school Some college but not degree Associates degree Bachelors degree Graduate or professional school but not degree Masters degree (MA, MS) Doctorate degree (PhD, EdD) Professional degree beyond bachelors degree (medicine/MD, Dentistry/DDS, Law/JD/LLB, etc.)	A1, A2, A3	D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 99	#PS03	<p>In the past week, has anyone in your family done the following things with (CHILD)? (If yes: Would you say one or two times or three or more?)</p> <p>Told (him/her) a story?</p> <p>Taught (him/her) letters, words, or numbers?</p> <p>Taught (CHILD) songs or music?</p> <p>Worked on arts and crafts with (him/her)</p> <p>Took (CHILD) along while doing errands like going to the post office, the bank, or in the store?</p> <p>Involved (him/her) in household chores like cooking, cleaning, setting the table, or caring for pets?</p>	A1, A2, A3	D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 99	#PS04	<p>In the past month, that is, since (month) (day), has anyone in your family done the following things with (CHILD)?</p> <p>Visited a library?</p> <p>Gone to a play, concert, or other live show?</p> <p>Visited an art gallery, museum, or historical site?</p> <p>Visited a zoo or aquarium?</p> <p>In the past month, has anyone in your family done other things, such as talked with (CHILD) about (his/her) family history or ethnic heritage?</p> <p>Attended an event sponsored by a community, ethnic, or religious group?</p>	A1, A2, A3	D12

INDICATOR ITEMS
National



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NHES: 99	#PU05	<p>What is the highest grade or year of school that (you/(CHILD)'s (mother/stepmother/foster mother)) completed?</p> <p>Up to 8th grade 9th to 11th grade 12th grade but no diploma High school diploma/equivalent Voc/tech program after high school but no voc/tech diploma Voc/tech diploma after high school Some college but no degree Associates degree (AA, AS) Bachelors degree (BA, BS) Graduate or professional school but no degree Master's degree (MA, MS) Doctorate degree (PhD, EdD) Professional degree beyond bachelor's degree (Medicine/MD, Dentistry/DDS, Law/JD/LLB, etc)</p>	A1, A2, A3	D12

INDICATOR ITEMS
State



State

INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
	Delaware				
Development on Track	Delaware	Dept. of Health and Social Services	Percent of children (ages 0-3) receiving early intervention		
High Quality Child Care	Delaware	Dept. of Education	Participation rate of eligible 4-year-olds in Head Start and early child assistance program		
High Quality Child Care	Delaware (planned)	National Association for the Education of Young Children	Number of nationally accredited early child care and education sites		D5
High Quality Child Care	Delaware (planned)	National Association for the Education of Young Children	Number of nationally accredited family child care homes		D5
High Quality Child Care	Delaware (planned)	Dept. of Health And Social Services	Percent of families receiving child care support		
	Minnesota				
High Quality Child Care	Minnesota	Child Care Resource and Referral, Census Data	Number of licensed child care spaces available for every 100 children of working parents		D5
High Quality Child Care	Minnesota	Child Care Resource and Referral, Census Data	Percent of parents using quality child care arrangements as defined by training levels, years of experience, and accreditation		
High Quality Child Care	Minnesota	MN Household Child Care Survey	Percent of Minnesota families paying more than 10% of their income for child care		
High Quality Child Care	Minnesota	Child Care Assistance Data	Percent of families receiving child care assistance		
High Quality Child Care	Minnesota	Child Care Resource and Referral	Percent of licensed child care providers who are willing to care for children receiving child care assistance		

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Minnesota	Child Care Resource and Referral	Percent of families who have access to resources in making child care decisions		
High Quality Child Care	Minnesota	School Readiness	Percent of children and families whose transportation needs for child care and other early education are met		
Physical Well-Being and Motor Development	Minnesota	Early Childhood Screening, Kindergarten Retrospective Study	Percent of children who are immunized on appropriate schedule		
Physical Well-Being and Motor Development	Minnesota	Early Childhood Screening	Percent of children with hearing and vision problems at the time of entry into kindergarten		
Physical Well-Being and Motor Development; Social and Emotional Development; Language Development; Cognitive Development	Minnesota	Work Sampling System; Early Childhood Screening, part C-IFSP	Percent of children showing individual developmentally appropriate progress in all areas of their development.		
Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	Minnesota	Early Childhood Family Education, School Readiness, Head Start	Percent of families with parenting knowledge and skills to anticipate and meet developmental needs of their children		
Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	Minnesota	Early Childhood Family Education, School Readiness, Head Start	Percent of parents actively involved in their children's learning and education		
	Missouri				

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	27	(This student) classifies objects used in daily experiences (e.g., sorts knives, forks and spoons, compares plastic dinosaurs, or identifies similarities and differences among beads). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	28	(This student) writes some numbers. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	29	(This student) uses numerical relationships to solve problems in daily life (e.g., uses numbers to take lunch count or to figure out how many cookies are needed so that everyone can have one). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	30	(This student) orders things according to relative differences (e.g., arranges dolls according to height or trucks according to size). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	31	(This student) makes one-to-one correspondence (e.g., when playing a game, understands that “one” means to move his/her marker one space). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D6, D10

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	32	(This student) determines “same,” “more than,” and “less than” by comparing (e.g., looks at her own and another child’s collection of buttons and says that she has more buttons than the other child). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	33	(This student) uses spatial relationships to solve mathematical problems (e.g., rearranges blocks so they can all fit in a container, solves simple puzzles). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	34	(This student) shows understanding of sequence of daily events (e.g., knows recess comes after story time). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D6, D10
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	35	(This student) experiments with objects to produce effects (e.g., when playing with objects in water, may predict which objects will float and which objects will sink). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	36	(This student) explains own actions in manipulating objects (e.g., “The tower will fall if I put another block on top.”) Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	58	(This student) tells first and last name. Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	59	(This student) knows how to contact an adult family member (e.g., knows a parent’s or grandparent’s home or work telephone number). Yes No	A1, A3	D2, D6, D10
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	60	(This student) knows age. Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	61	(This student) knows birthdate (month and date). Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	62	(This student) recognizes some basic shapes (e.g., circle, square, triangle). Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	63	(This student) identifies basic colors. Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	64	(This student) counts by rote to 10. Yes No	A1, A3	D6, D10, D16
Cognitive Development	Missouri School Entry Assessment Project – Teacher Survey	65	(This student) recognizes and names some numbers to 10. Yes No	A1, A3	D6, D10, D16
Development on Track	Missouri School Entry Assessment Project – Parent/Guardian Survey	7	Did your child receive the required immunizations for 2-year olds by the time he/she was 2 years old? Yes No	A1, A3	D2, D11, D12

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Development on Track	Missouri School Entry Assessment Project – Parent/Guardian Survey	8	Did your child have a health screening (a “well-baby” checkup) by 2 years of age? Yes No	A1, A3	D2, D11, D12
Development on Track	Missouri School Entry Assessment Project – Parent/Guardian Survey	9	From birth to school entry, rate your ability to access medical care for your child when it was needed. Usually Almost never	A1, A3	D2, D8, D12
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	2	(This student) uses play themes (e.g., pretends to be a fireman). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	3	(This student) represents ideas and feelings through movement (e.g., acts like a butterfly, airplane, or truck). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	4	(This student) creates or responds to music (e.g., claps hands to music, sings, dances, or plays musical instruments). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	5	(This student) represents ideas through construction (e.g., builds with blocks or other manipulatives). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	6	(This student) Uses art (e.g., clay, paint, or crayons) to convey feelings and ideas. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	7	(This student) talks about his or her creations (e.g., talks about illustrations or constructions). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	44	(This student) shows curiosity and interest (e.g., enjoys and notices new things in his/her environment). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	45	(This student) explores and tries new things (e.g., is willing to try new activities and explore new materials). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	46	(This student) takes responsibility for belongings (e.g., hangs up coat, puts materials away). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	47	(This student) makes choices. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	48	(This student) stays focused and productive when playing/ working independently. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	49	(This student) stays focused and productive when playing/ working in a group. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	50	(This student) shows pride in accomplishments. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	51	(This student) copes with frustration and failure. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Disposition to Learn	Missouri School Entry Assessment Project – Teacher Survey	52	(This student) talks about what he/she is learning. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Missouri School Entry Assessment Project – Parent/Guardian Survey	14a	Did your child have this experience? Parents as teachers Yes No First Steps Yes No Early childhood special education Yes No Early Head Start Yes No Head Start Yes No Public preschool Yes No Private preschool Yes No Child care at a center Yes No Parent care at own home Yes No Child care at own home Yes No Child care at another private home Yes No	A1, A3	D2 (for some), D8, D12

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Missouri School Entry Assessment Project – Parent/Guardian Survey	14b	If yes, how long? Parents as teachers Less than 1 year 1-2 years more than 2 years First Steps Less than 1 year 1-2 years more than 2 years Early childhood special education Less than 1 year 1-2 years more than 2 years Early Head Start Less than 1 year 1-2 years more than 2 years Head Start Less than 1 year 1-2 years more than 2 years Public preschool Less than 1 year 1-2 years more than 2 years Private preschool Less than 1 year 1-2 years more than 2 years Child care at a center Less than 1 year 1-2 years more than 2 years Parent care at own home Less than 1 year 1-2 years more than 2 years Child care at own home Less than 1 year 1-2 years more than 2 years Child care at another private home Less than 1 year 1-2 years more than 2 years	A1, A3	D2, D8, D12

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Missouri School Entry Assessment Project – Parent/Guardian Survey	14c	Was the preschool/child care licensed? Early Head Start Yes No Don't Know Head Start Yes No Don't Know Public preschool Yes No Don't Know Private preschool Yes No Don't Know Child care at a center Yes No Don't Know Child care at another private home Yes No Don't Know	A1, A3	D2, D8, D12

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Missouri School Entry Assessment Project – Parent/Guardian Survey	14d	Was the preschool/child care accredited? Early Head Start Yes No Don't Know Head Start Yes No Don't Know Public preschool Yes No Don't Know Private preschool Yes No Don't Know Child care at a center Yes No Don't Know	A1, A3	D2, D8, D12
Language Development	Missouri School Entry Assessment Project – Parent/Guardian Survey	10	Someone in the home reads to my child... Rarely or never Monthly Weekly Daily or almost daily	A1, A3	D12, D16
Language Development	Missouri School Entry Assessment Project – Parent/Guardian Survey	11	Someone in the home tells stories to my child... Rarely or never Monthly Weekly Daily or almost daily	A1, A3	D12, D16

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Missouri School Entry Assessment Project – Parent/Guardian Survey	12	My child and I have conversations... Rarely or never Monthly Weekly Daily or almost daily	A1, A3	D2, D15
Language Development	Missouri School Entry Assessment Project – Parent/Guardian Survey	13	My child looks at books and magazines... Rarely or never Monthly Weekly Daily or almost daily	A1, A3	D10, D12, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	8	(This student) uses language to communicate ideas, feelings, questions, or to solve problems. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	9	(This student) uses language to pretend or create. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	10	(This student) responds to questions. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	11	(This student) follows directions. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	12	(This student) shows interest in books. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Missouri School Entry Assessment Project – Teacher Survey	13	(This student) uses picture cues and/or context cues to construct meaning from text (e.g., when being read to). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	14	(This student) exhibits book-handling skills (e.g., knows how to hold a book and understands the direction of print). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	15	(This student) reads environmental print (e.g., cereal boxes, logos, signs). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	16	(This student) responds to texts (e.g., talks about books, laughs, makes predictions, intones, questions, or compares). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	17	(This student) identifies letters in the alphabet (e.g., recognizes letter name). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	18	(This student) recognizes that there is a relationship between letters and sounds (e.g., gives the sound of a letter or gives a word that starts with the letter). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Missouri School Entry Assessment Project – Teacher Survey	19	(This student) realizes that written spellings represent spoken words. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	20	(This student) “reads” simple books (e.g., easy, beginning books or predictable books). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D6, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	21	(This student) scribbles with intended meaning. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	22	(This student) uses some letters in writing (e.g., letters from own name). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	23	(This student) uses letter-sound correspondence to write (i.e., invented spelling). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Language Development	Missouri School Entry Assessment Project – Teacher Survey	24	(This student) uses a variety of resources (e.g., peers, books, environmental print) to facilitate writing. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Missouri School Entry Assessment Project – Teacher Survey	25	(This student) shares writing with others (e.g., tells others about the intended meaning in drawings and writing). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Language Development	Missouri School Entry Assessment Project – Teacher Survey	26	(This student) recognizes first name in print. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D6, D10, D16
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Parent/Guardian Survey	6	Is your child covered by health insurance other than Medicaid? Yes No	A1, A3	D11, D12
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Teacher Survey	53	(This student) is physically active. Yes No	A1, A3	D10, D16
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Teacher Survey	54	(This student) demonstrates gross motor skills (e.g., running, jumping, climbing stairs, or skipping). Yes No	A1, A3	D10, D16
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Teacher Survey	55	(This student) demonstrates fine motor skills (e.g., control of scissors or pencil). Yes No	A1, A3	D10, D16
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Teacher Survey	56	(This student) appears to be healthy. Yes No	A1, A3	D10, D16
Physical Well-Being and Motor Development	Missouri School Entry Assessment Project – Teacher Survey	57	(This student) practices personal hygiene. Yes No	A1, A3	D10, D16

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	1	(This student) takes part in interactive play with others. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	37	(This student) uses adults as resources (e.g., asks questions, requests materials). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	38	(This student) initiates conversation with familiar adults. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	39	(This student) works cooperatively with others in a give-and-take manner. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	40	(This student) uses peers as resources. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	41	(This student) shares resources (e.g., toys, manipulatives) with others. Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	42	(This student) shows sensitivity and respect for others (e.g., shares with others or offers comfort when someone is hurt or sad). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D10, D16

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	Missouri School Entry Assessment Project – Teacher Survey	43	(This student) suggests appropriate solutions to conflicts (e.g., negotiates rules during play/work – who will go first, handles conflicts over materials by taking turns or playing together). Almost always Occasionally/ sometimes Not yet/ almost never	A1, A3	D2, D10
	New York				
Absence of Abuse, Neglect, Exposure to Violence	New York	Office of Children and Family Services	Indicated reports of child abuse and maltreatment		D5
Development on Track	New York	Department of Health	Percent of children in early intervention		
Development on Track	New York	Department of Health	Percent of children enrolled in preschool special education		
Development on Track	New York	Department of Health	Rates of hospitalization resulting from asthma, ages 0-4		
Family Economically Secure	New York	Office of Temporary and Disability Assistance	Percent of children/youth in poverty		
Family Economically Secure	New York	Office of Temporary and Disability Assistance	Percent of children receiving public assistance		
Family Economically Secure	New York	Office of Temporary and Disability Assistance	Percent of children receiving food stamps		
Healthy, Wanted Birth	New York	Department of Health	Percent of low birth weight births		
Healthy, Wanted Birth	New York	Department of Health	Number of live births to mothers with less than a high school education		D5

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	New York	Office of Children and Family Services	Percent of 4-year-olds enrolled in licensed/registered early childhood programs		
High Quality Child Care	New York	Office of Children and Family Services	Number of regulated/licensed child care programs		D5
High Quality Child Care	New York	Office of Children and Family Services	Number of accredited child care facilities		D5
High Quality Child Care	New York	Office of Children and Family Services	Number of reported injuries or deaths in child care		D5
High Quality Child Care	New York	Office of Children and Family Services	Percent of families on child care subsidies		
High Quality Child Care	New York	Office of Children and Family Services	Number of subsidized slots		D5
Physical Well-Being and Motor Development	New York	Department of Health	Percent of children entering school immunized		
	North Carolina				
Cognitive Development	North Carolina School Readiness Assessment	Bracken Basic Concept Scale	Percent of children with {very low, low, average, high, or very high} scores on a measure of math ability (composite of 2 assessments of skills such as counting and concepts such as “big”)	A2	D1, D3, D13
Cognitive Development	North Carolina School Readiness Assessment	Color Bears—adapted from FACES	Percent of children who can name 10 basic colors	A5	D1, D3, D13
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14a	How frequently does your child persist at tasks (keep working even when things get hard)? Never Sometimes Often Very Often	A1, A3	D10, D16

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14b	How frequently does your child seem eager to learn new things? Never Sometimes Often Very Often	A1, A3	D10, D16
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14c	How frequently does your child show creativity in play or work? Never Sometimes Often Very Often	A1, A3	D2, D10
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14d	How frequently does your child ask for help when needed? Never Sometimes Often Very Often	A1, A3	D2, D10
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14e	How frequently does your child take pride in what s/he can do? Never Sometimes Often Very Often	A1, A3	D2, D10
Disposition to Learn	North Carolina School Readiness Assessment – Parent Survey	14f	How frequently does your child say good things about school? Never Sometimes Often Very Often	A1, A3	D2, D10
High Quality Child Care	North Carolina School Readiness Assessment – Parent Survey	16	Last year, was your child cared for regularly by someone other than his/her parent for more than 10 hours a week? Yes No	A1, A3	D8, D16

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	North Carolina School Readiness Assessment – Parent Survey	17	In which one arrangement did your child spend the most time last year? Care by a relative (for example, grandmother) Babysitter or nanny (not a relative) Head Start - Name of Head Start: _____ - City: _____ Preschool at a public school (not Head Start) - Name of Preschool: _____ - City: _____ Child care center or preschool (not Head Start, not in a public school) - Name of Center: _____ - City: _____ Family daycare (not in child’s own home) - Name of daycare provider (first and last): _____ - City: _____	A1, A3	D8, D16
Language Development	North Carolina School Readiness Assessment	Comprehen-sive Test of Phonological Processing	Percent of children with {very low, low, average, high, or very high} scores on a measure of phonemic awareness	A2	D1, D3, D13
Language Development	North Carolina School Readiness Assessment	Peabody Picture Vocabulary Test-III, Form A	Percent of children with {very low, low, average, high, or very high} scores on a test of understanding of spoken words	A2	D1, D3, D13
Language Development	North Carolina School Readiness Assessment	Story and Print Concepts— adapted from FACES	Percent of children who can identify the front of a book	A5	D1, D3, D13

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	North Carolina School Readiness Assessment	Story and Print Concepts—adapted from FACES	Percent of children who know that you read from left to right	A5	D1, D3, D13
Language Development	North Carolina School Readiness Assessment	Woodcock Johnson Test of Achievement—Revised, Form A	Percent of children with {very low, low, average, high, or very high} scores on a measure of ability to recognize letters and simple words	A2	D1, D3, D13
Language Development	North Carolina School Readiness Assessment – Parent Survey	15b	Does your child mostly write or draw rather than scribble? Yes No	A1, A3	D6, D10, D16
Language Development	North Carolina School Readiness Assessment – Parent Survey	15d	Does your child speak clearly (can be understood by a stranger)? Yes No	A1, A3	D6, D10, D16
Language Development	North Carolina School Readiness Assessment – Parent Survey	5	Language child learned to speak first: English Spanish Other language:	A1, A3	D10, D16
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	12	What is your main source of health insurance coverage for this child? Private health insurance/ private HMO (for example, employer provided) NC Health Choice (NC health insurance for working families) Medicaid CHAMPUS (military health insurance) Other (please specify): _____ No health insurance coverage	A1, A3	D12, D16

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	13	How would you rate your child’s health in general? Poor Fair Good Very Good Excellent	A1, A2, A3	D6, D10, D12
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	15a	Does your child button own clothes? Yes No	A1, A3	D10, D16
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	15c	Does your child trip, stumble or fall easily? Yes No	A1, A3	D6, D10, D16
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	15e	Does your child see clearly without glasses? Yes No If no, does your child see clearly with glasses? Yes No	A1, A3	D6, D10, D16
Physical Well-Being and Motor Development	North Carolina School Readiness Assessment – Parent Survey	15f	Does your child hear clearly without a hearing aid? Yes No If no, does your child hear clearly with a hearing aid? Yes No	A1, A3	D6, D10, D16
Social and Emotional Development	North Carolina School Readiness Assessment	Social Skills Rating System	Percent of children who score {very high, high, average, low, or very low} on a measure of social skills (i.e., makes friends easily, accepts peer ideas)	A2	D1, D3, D13

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	North Carolina School Readiness Assessment	Social Skills Rating System	Percent of children who score {very high, high, average, low, or very low} on a measure of problem behaviors (i.e., fights with others, gets angry easily)	A2	D1, D3, D13
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	North Carolina School Readiness Assessment – Parent Survey	11	What is the highest level of formal education completed by the child’s father? Up to 8 th grade 9 th -12 th grade, no H.S. diploma High School diploma/ GED Some college, but no degree Associate’s or Vocational degree Bachelor’s degree (BA, BS) Graduate/ Professional degree (e.g. MA, PhD, MD)	A1, A2, A3	D12
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	North Carolina School Readiness Assessment – Parent Survey	18a	In the past week, how many times have you (or someone in your family) (read to) your kindergarten child? Not at all 1-2 times 3-6 times Every day	A1, A3	D10, D12, D16
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	North Carolina School Readiness Assessment – Parent Survey	18b	In the past week, how many times have you (or someone in your family) (told a story to) your kindergarten child? Not at all 1-2 times 3-6 times Every day	A1, A3	D10, D16
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	North Carolina School Readiness Assessment – Parent Survey	18c	In the past week, how many times have you (or someone in your family) (taught letters, words or numbers to) your kindergarten child? Not at all 1-2 times 3-6 times Every day	A1, A3	D10, D16

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	North Carolina School Readiness Assessment – Parent Survey	9	What is the highest level of formal education completed by the child’s mother? Up to 8 th grade 9 th -12 th grade, no H.S. diploma High School diploma/ GED Some college, but no degree Associate’s or Vocational degree Bachelor’s degree (BA, BS) Graduate/ Professional degree (e.g. MA, PhD, MD)	A1, A2, A3	
	Rhode Island				
Absence of Abuse, Neglect, Exposure to Violence	Rhode Island	Admin. Data	Child abuse and neglect rate for children under age 5		
Cognitive Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with difficulty learning academic subjects		
Cognitive Development	Rhode Island (planned)	Admin. Data	Percent of children with age-appropriate reasoning and problem-solving skills		
Cognitive Development	Rhode Island (planned)	SALT Survey	Percent of children with age-appropriate numerical skills		
Development on Track	Rhode Island	Rite Care; KIDSNET	Percent of children under 6 on Rite Care with regular, timely well-child visits		
Development on Track	Rhode Island	Rite Care; KIDSNET	Percent of children under 6 on Rite Care who have up-to-date immunizations		
Development on Track	Rhode Island	ChildFind—Child Outreach Program	Percent of children with developmental screening at age 3		
Development on Track	Rhode Island	Current Population Survey	Percent of children under age 6 without health insurance		
Development on Track	Rhode Island	Rite Care; KIDSNET	Percent of children on Rite Care with dental exam by age 5		

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Development on Track	Rhode Island	Rite Care; KIDSNET	Percent of children under age 6 on Rite Care who have accessed mental health services		
Development on Track	Rhode Island	RI DHS/ DCYF	Percent of eligible children enrolled in comprehensive birth to 3 program (i.e., Early Head Start, Early Start)		
Development on Track	Rhode Island	RI Dept. of Health	Number of children enrolled in Early Intervention		D5
Development on Track	Rhode Island	Admin. Data	Percent of children with IEPs in pre-kindergarten and kindergarten		
Development on Track	Rhode Island	Rite Care; KIDSNET	Percent of children under 6 on Rite Care screened for lead poisoning		
Disposition to Learn	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with difficulty working independently and being self-directed		
Disposition to Learn	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with poor concentration or limited attention		
Disposition to Learn	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with difficulty following directions		
Family Economically Secure	Rhode Island	Admin. Data	Percent of children under age 6 below the poverty line		
Healthy, Wanted Birth	Rhode Island	Admin. Data	Percent of children who were born weighing under 5.5 pounds		
Healthy, Wanted Birth	Rhode Island	Admin. Data	Percent of children who were born weighing less than 3 pounds		
Healthy, Wanted Birth	Rhode Island	Admin. Data	Infant mortality rate		
Healthy, Wanted Birth	Rhode Island	Admin. Data	Births to teens ages 15 to 17		
Healthy, Wanted Birth	Rhode Island	Admin. Data	Percent of women receiving late or no prenatal care		
High Quality Child Care	Rhode Island	Salt Survey	Percent of children enrolled in early care and education program the year prior to school entry (kindergarten)		

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Rhode Island	RI DHS	Percent FIP enrolled children participating in child care programs by type of program		
High Quality Child Care	Rhode Island	Admin. Data	Number of early care and education slots per 100 children ages 3 to 5 in need of care		D5
High Quality Child Care	Rhode Island	Admin. Data	Number of early care and education slots per 100 children ages birth to 3 in need of care		D5
High Quality Child Care	Rhode Island	Admin. Data	Percent of low-income children in comprehensive child care program/Head Start		
High Quality Child Care	Rhode Island	Admin. Data	Percent of child care slots in accredited programs		
High Quality Child Care	Rhode Island	Admin. Data	Percent of family child care slots in accredited programs		
High Quality Child Care	Rhode Island	Rate Survey	Percent of child care center staff with early childhood education degree		
High Quality Child Care	Rhode Island	Rate Survey	Percent of family child care staff with early childhood training		
High Quality Child Care	Rhode Island	Rate Survey	Percent of child care center slots in programs with low staff turnover rate		
High Quality Child Care	Rhode Island (planned)	DCYF Child Care Licensing	Percent of early care and education slots in programs without health and safety violations		
High Quality Child Care	Rhode Island (planned)	DCYF/DHS	Percent of early care and education programs of high quality versus poor quality		
High Quality Child Care	Rhode Island	Admin. Data	Percent of income-eligible families using child care subsidies (i.e., child care subsidy “take-up rate”)		
Language Development	Rhode Island (planned)	Unknown	Percent of children who use their primary language appropriately to communicate needs and wants		
Language Development	Rhode Island (planned)	Unknown	Percent of children who have age- and culturally-appropriate vocabulary		

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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Rhode Island (planned)	SALT Survey	Percent of children with age-appropriate preliteracy skills (numbers, letters, writing, language)		
Language Development	Rhode Island (planned)	Unknown	Percent of children with age-appropriate literacy in primary language		
Language Development	Rhode Island (planned)	Unknown	Percent of children with age-appropriate letter recognition		
Language Development	Rhode Island (planned)	Unknown	Percent of children with age-appropriate familiarity and skills with books and print		
Language Development	Rhode Island	Admin. Data	Percent of parents who read to elementary school-aged child many times in the last year		
Language Development	Rhode Island	SALT Survey	Percent of parents who took their elementary school-aged children to the library many times in the past year		
No Preventable Disease or Injury	Rhode Island	Dept. of Health	Child injury hospitalization rate for children 0-5		
Physical Well-Being and Motor Development	Rhode Island	Rite Care; KIDSNET	Percent of children with up-to-date immunizations		
Physical Well-Being and Motor Development	Rhode Island	Current Population Survey	Percent of children under age 6 without health insurance		
Physical Well-Being and Motor Development	Rhode Island (planned)	Admin. Data	Percent of children without health insurance at kindergarten entry		
Physical Well-Being and Motor Development	Rhode Island (planned)	Admin. Data	Percent of children with untreated dental problems at kindergarten entry		
Physical Well-Being and Motor Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with poor concentration or limited attention		
Physical Well-Being and Motor Development	Rhode Island (planned)	Admin. Data	Percent of children with untreated hearing/vision problems at kindergarten entry		
Physical Well-Being and Motor Development	Rhode Island	Admin. Data	Percent of children with IEPs Pre-K and K		

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	Rhode Island (planned)	Admin. Data	Percent of children with undetected disability/developmental problem that requires special education services at kindergarten entry		
Physical Well-Being and Motor Development	Rhode Island	Admin. Data	Percent of children with a history of lead poisoning		
Physical Well-Being and Motor Development	Rhode Island	Admin. Data	Asthma hospitalization rate for children		
Social and Emotional Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with difficulty working with other students		
Social and Emotional Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children who are disruptive in class		
Social and Emotional Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children who are overly aggressive to peers		
Social and Emotional Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children who constantly seek attention		
Social and Emotional Development	Rhode Island	SALT Survey, Teacher-Student Rating Scale	Percent of children with difficulty working independently and being self-directed		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island	Dept. of Health, informal survey	Percent of families with preschool children that read to their child every day		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island (planned)	Dept. of Health, informal survey	Percent of families with preschool children that regulate television viewing/computer use		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island	New Born Screening, Dept. of Health	Percent of children born to parents with a history of mental problems		

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island	New Born Screening, Dept. of Health	Percent of children born to parents with a history of substance problems		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island	RI Emergency Shelter Information System	Number of children under age 6 living in homeless shelters		D5
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island	Admin. Data	Number of children under age 6 in foster care		D5
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island (planned)	DCYF	Percent of children under age 6 in foster care who are placed in a permanent home		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Rhode Island (planned)	DCYF	Percent of children under 6 in DCYF care who had multiple placements		
	South Carolina				
Absence of Abuse, Neglect, Exposure to Violence	South Carolina	Admin. Data	Reported cases of abuse and neglect		D5
Absence of Abuse, Neglect, Exposure to Violence	South Carolina	Admin. Data	Reported cases of physical abuse		D5
Absence of Abuse, Neglect, Exposure to Violence	South Carolina	Admin. Data	Reported cases of neglect		D5
Cognitive Development	South Carolina	Cognitive Skills Assessment Battery	Percent of children who score “ready” on a test of cognitive skills		

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Development on Track	South Carolina	Admin. Data	Percent of children under age 2 seen in public health clinics that were not fully immunized		
Development on Track	South Carolina	Admin. Data	Hospitalization for children age 0-5—total discharge rate		
Development on Track	South Carolina	Admin. Data	Hospitalization for children age 0-5—percent of discharges classified self pay or indigent		
Development on Track	South Carolina	Admin. Data	Emergency room visits for children age 0-5—total discharge rate		
Development on Track	South Carolina	Admin. Data	Leading causes of hospitalization for children age 0-2		
Development on Track	South Carolina	Admin. Data	Leading causes of hospitalization for children age 3-5		
Development on Track	South Carolina	Admin. Data	Percent of children who received services from Babynet (early intervention program for all children under age 3 with developmental disabilities)		
Development on Track	South Carolina	Admin. Data	Percent of children who participated in Child Rehabilitative Services		
Development on Track	South Carolina	Admin. Data	Percent of children participating in the WIC program		
Development on Track	South Carolina	Admin. Data	Percent of WIC participants who met the criteria for malnutrition		
Development on Track	South Carolina	Admin. Data	Percent of WIC participants who met the criteria for anemia		
Family Economically Secure	South Carolina	Admin. Data	Median income for families with children under age 6, by household type: Married couple household Single male headed household Single female headed household		

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	South Carolina	Admin. Data	<p>Poverty status for families with children under age 5, by household type:</p> <ul style="list-style-type: none"> Children living in a married couple household with an income below the poverty level Children living in a single parent household with an income below the poverty level Children living with a single father with an income below the poverty level Children living with a single mother with an income below the poverty level 		
Family Economically Secure	South Carolina	Admin. Data	<p>Ratio of income to poverty status for families with children under age 5:</p> <ul style="list-style-type: none"> Families living at 50% of poverty and below Families living at 100% of poverty and below Families living at 185% of poverty and below Families living at 200% of poverty and below 		
Family Economically Secure	South Carolina	Admin. Data	<p>Employment status of parents in families with children under age 6, by family type (both parents present, single mother, single father):</p> <ul style="list-style-type: none"> Both parents are in the labor force One parent is in the labor force No parent is in the labor force 		

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Family Economically Secure	South Carolina	Admin. Data	Hours worked per week of parents with children under age 6, by family type (both parents present, single mother, single father)		
Family Economically Secure	South Carolina	Admin. Data	Number of births to mothers with less than a high school diploma		D5
Family Economically Secure	South Carolina	Admin. Data	Number of single mothers with children under 6 who are on TANF		D5
Family Economically Secure	South Carolina	Admin. Data	Number of single mothers with children under 6 who are receiving food stamps		D5
Family Economically Secure	South Carolina	Admin. Data	Number of single mothers with children under 6 who are on Medicaid		D5
Healthy, Wanted Birth	South Carolina	Admin. Data	Percent of children who were born weighing under 5.5 pounds		
Healthy, Wanted Birth	South Carolina	Admin. Data	Percent of children who were born weighing less than 3 pounds		
Healthy, Wanted Birth	South Carolina	Admin. Data	Percent of births to teens		
Healthy, Wanted Birth	South Carolina	Admin. Data	Number of births to mothers receiving Medicaid, by age group: Less than 18 18-19 20-24 25-29 30-34 35+		D5
Healthy, Wanted Birth	South Carolina	Admin. Data	Percent of women who received no prenatal care		
Healthy, Wanted Birth	South Carolina	Admin. Data	Percent of women who received inadequate prenatal care		
High Quality Child Care	South Carolina	Admin. Data	Number of children ages 3-5 enrolled in pre-primary school (public and private)		D5
No Preventable Disease or Injury	South Carolina	Admin. Data	Emergency room visits for children age 0-5—percent of discharges that were classified as injury		

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
No Preventable Disease or Injury	South Carolina	Admin. Data	Emergency room visits for children age 0-5—percent of discharges that were classified as non-injury		
Physical Well-Being and Motor Development; Healthy, Wanted Birth	South Carolina	Admin. Data	Infant mortality rate		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Home Environment	South Carolina	Admin. Data	Percent of married couple families with children under 6		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Home Environment	South Carolina	Admin. Data	Percent of single parent households with children under 6		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Home Environment	South Carolina	Admin. Data	Percent of single male headed households with children under 6		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Home Environment	South Carolina	Admin. Data	Percent of single female headed households with children under 6		
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Home Environment	South Carolina	Admin. Data	Household type and relationship to children under 6 years: Living with their own parents (married couple, single father, single mother) Living with grandparents (married couple, single) Living with other relatives (married couple, single) Living with non-relatives (family setting, non-family setting) Living in group quarters (institution, other)		
	Vermont				

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Absence of Abuse, Neglect, Exposure to Violence	Vermont	Child Protection Agency	Rate of child abuse and neglect for children ages 0-4		
Cognitive Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	19	(Child) can recall and explain sequences of events (e.g. can tell about a recent activity, can retell a story). Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont “Ready Kindergartners” Questionnaire – Teacher	5	(Child) adapts to transitions within the school day. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont “Ready Kindergartners” Questionnaire – Teacher	7	(Child follows simple rules and instructions in the classroom (with reminders). Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont “Ready Kindergartners” Questionnaire – Teacher	8	(Child) persists with self-selected activity (approximately 15 minutes) with intermittent teacher attention. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont “Ready Kindergartners” Questionnaire – Teacher	9	(Child) appears enthusiastic and interested in classroom activities. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Disposition to Learn	Vermont “Ready Kindergartners” Questionnaire – Teacher	10	(Child) uses a variety of strategies to problem solve in the classroom. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont “Ready Kindergartners” Questionnaire – Teacher	11	(Child) pays attention during teacher-directed group activities (approximately 15 minutes). Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont “Ready Kindergartners” Questionnaire – Teacher	12	(Child) knows how and when to use adults as a resource. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont “Ready Kindergartners” Questionnaire – Teacher	13	(Child) initiates activities in the classroom. Not observed Beginning Practicing Performing Independently	A1, A3	D2, D10
Disposition to Learn	Vermont “Ready Kindergartners” Questionnaire – Teacher	14	(Child) is curious (asks questions, probes, tries new things, etc.) Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Disposition to Learn	Vermont “Ready Kindergartners” Questionnaire – Teacher	22	(Child) engages in imaginative play. Not observed Beginning Practicing Performing Independently	A1, A3	D2, D10
Family Economically Secure	Vermont	Dept. of Social Welfare	Percent of children ages 0-4 in families receiving welfare		

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
High Quality Child Care	Vermont	Child Care Services Division	Estimated percent that need child care		
High Quality Child Care	Vermont	Child Care Services Division	Number of licensed centers		D5
High Quality Child Care	Vermont	Child Care Services Division	Number of registered family day care homes		D5
High Quality Child Care	Vermont	Child Care Services Division	Number of serious injuries (abuse) in child care		D5
High Quality Child Care	Vermont	Child Care Services Division	Average weekly rate for child care		
High Quality Child Care	Vermont	Child Care Services Division	Subsidized weekly rate for child care		
High Quality Child Care	Vermont “Ready Kindergartners” Questionnaire – Teacher		Prior to kindergarten this student was in a regulated early childhood program (Regulated means licensed centers, registered family day care homes, Head Start, or other preschool). Yes No	A1, A3	D10, D12, D16
High Quality Child Care	Vermont “Ready Schools” Principal Questionnaire	7	Does your community offer universal access (i.e., at no cost to families) to school-based or school-linked preschool? Yes No	A1, A3	D2
Language Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	18	(Child) understands the purpose of books. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Language Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	20	(Child) recognizes his/her name in print. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Language Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	21	(Child) uses pencils, crayons, and brushes to express ideas. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Physical Well-Being and Motor Development	Vermont	Dept. of Health Immunization Program	Percent of kindergartners fully immunized		
Physical Well-Being and Motor Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	23	(Child) demonstrates self-help skills (e.g., toileting, wiping nose, washing hands) with occasional teacher assistance. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Physical Well-Being and Motor Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	24a	Does the child’s ability to learn appear to be inhibited by illness? Not observed Seldom Sometimes Often	A1, A3	D2, D10
Physical Well-Being and Motor Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	24b	Does the child’s ability to learn appear to be inhibited by fatigue? Not observed Seldom Sometimes Often	A1, A3	D2, D10

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Physical Well-Being and Motor Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	24c	Does the child’s ability to learn appear to be inhibited by hunger? Not observed Seldom Sometimes Often	A1, A3	D2, D10
Social and Emotional Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	1	(Child) can meet/play with different children of his/her own age. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	2	(Child) uses problem-solving skills to address social dilemmas with peer. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	3	(Child) separates easily from caregiver. Not observed Beginning Practicing Performing Independently	A1, A3	D2, D10
Social and Emotional Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	4	(Child) appropriately expresses a range of emotions (happy, sad, angry, frustrated). Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	6	(Child) interacts positively with adults in the classroom. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16

INDICATOR ITEMS
State



INDICATOR AREA	SOURCE	ITEM #	QUESTION	ADVANTAGE	DISADVANTAGE
Social and Emotional Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	15	(Child) communicates needs, wants, or thoughts in primary language. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	16	(Child) understands simple directions, requests, and information. Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	17	(Child) engages in conversation (e.g., complete sentences, turn-taking, etc.). Not observed Beginning Practicing Performing Independently	A1, A3	D10, D16
Social and Emotional Development	Vermont “Ready Kindergartners” Questionnaire – Teacher	24d	Does the child’s ability to learn appear to be inhibited by emotional issues? (please specify): _____ Not observed Seldom Sometimes Often	A1, A3	D2, D10

INDICATOR ITEMS

Local

Advantages and Disadvantages of Local Surveys and Indicators

The local surveys and indicators have advantages and disadvantages that cut across the items:

Advantages

- Helps fill in gaps in substantive areas, for example in areas of social support, neighborhood quality, and housing quality.
- Items that rely on a single informant are often time efficient and cost effective.

Disadvantages

- Items often lack benchmark capacity.
- Items also often lack validity/reliability information.
- Items may have response biases (difficult to answer honestly, informant may lack information).

INDICATOR ITEMS

Local

Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	Hope VI Resident Satisfaction Survey	65	In the past 12 months, have you done any volunteer work in your community? Yes No
Family Economically Secure	Hope VI Resident Satisfaction Survey	62	Do you work for pay? Yes No
Family Economically Secure	Hope VI Resident Satisfaction Survey	63	Are you enrolled in school or in a vocational training program? Yes No
Family Economically Secure	Hope VI Resident Satisfaction Survey	64	Are you looking for employment? Yes No
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	30	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. People being attacked or robbed in stairwells, hallways, elevators or lobby of your building? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	31	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. People selling drugs? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	32	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. People using drugs? Big problem Some problem No problem

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	33	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. Groups of people just hanging out? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	34	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. Graffiti – that is, writing or painting on the walls? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	36	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. Trash and junk in the parking lots and lawns? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Resident Satisfaction Survey	35	Tell me whether you think the following is a big problem, some problem, or no problem in those areas right outside your building. Shootings and violence? Big problem Some problem No problem
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	41	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Was anyone’s purse or jewelry snatched from them? Yes No
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	42	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Was anyone beaten or assaulted? Yes No

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	43	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Was anyone stabbed or shot? Yes No
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	44	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Did anyone break into your home to steal something? Yes No
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	45	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Was anyone caught in a shootout? Yes No
Safe, Healthy Public Space; Absence of Abuse, Neglect, Exposure to Violence	Hope VI Resident Satisfaction Survey	46	Tell me if any of the following things have happened to you or to anyone in your Household at (Use Development Name) in the past 12 months. Have bullets come into your apartment in the past 12 months? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	10	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Broken windows or windows without screens? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	11	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. A heating system that does not work? Big problem Some problem No problem

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	12	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. A stove or refrigerator that does not work? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	13	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Exposed wire or electrical problems? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	14	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Too little living space? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	15	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Adequacy of storage space? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	16	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Too much noise? Big problem Some problem No problem

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	17	How safe do you feel being alone at night in the area right outside your building – that is, in the parking lots, the lawns, the streets or sidewalks right outside your building? Do you feel Very safe Somewhat safe Somewhat unsafe Very unsafe
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	18	How safe do you feel being alone at night inside your apartment? Do you feel Very safe Somewhat safe Somewhat unsafe Very unsafe
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	19	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. People being attacked or robbed in stairwells, hallways, elevators or lobby of your building? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	20	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. People selling drugs? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	21	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. People using drugs? Big problem Some problem No problem

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	22	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Young people controlling the building? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	23	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Groups of people just hanging out? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	24	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Graffiti – that is, writing or painting on the walls? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	25	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Shootings and violence? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	26	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. People breaking in or sneaking into homes to steal things? Big problem Some problem No problem

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	27	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Broken light bulbs that are not replaced for at least 24 hours? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	28	Tell me whether you think the following is a big problem, some problem, or no problem (in the stairwells, hallways, elevators and lobby) inside your building. Trash and junk in the halls and stairwells? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	3	On the whole, how do you feel about your building as a place to live? Are you Very satisfied Somewhat satisfied Somewhat dissatisfied Very dissatisfied
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	39	Do people in your building generally help each other out, or do they go on their own way? Help each other out Go their own way Both
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	4	How would you rate your overall satisfaction with your apartment? Would you say you are Very satisfied Somewhat satisfied Somewhat dissatisfied Very dissatisfied
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	48	In the past 12 months were vacant apartments in your building boarded up? Yes No

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	49	In the past 12 months, were vacant apartments in your building rented to new tenants within 30 days? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	50	In the past 12 months, did the housing authority fix anything in your apartment? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	51	In the past 12 months were the elevators you use not working for more than 24 hours? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	52	In the past 12 months were there problems with trash piling up in the hallways? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	53	To your knowledge, has the Housing Authority started any new programs or activities in your building in the past 12 months? Yes No
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	6	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Walls with peeling paint or broken plaster? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	7	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Plumbing that doesn't work? Big problem Some problem No problem

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	8	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Rats or mice? Big problem Some problem No problem
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Resident Satisfaction Survey	9	Think about your apartment. Tell me whether you think the following is a big problem, some problem, or no problem in your apartment. Broken locks or no locks on the door to your unit? Big problem Some problem No problem
Safe, Healthy Public Space	Hope VI Windshield Survey	#6	Condition of streets, curbs, gutters Excellent Good Fair Poor
Safe, Healthy Public Space	Hope VI Windshield Survey	#7	Maintenance of street lighting, trash containers, signs Excellent Good Fair Poor
Safe, Healthy Public Space	Hope VI Windshield Survey	#8	Presence of litter, abandoned cars, other problems Major problem Minor problem Not a problem Specify problems:
Safe, Healthy Public Space	Hope VI Windshield Survey	#9	Adequacy of owner housekeeping (side yards, backyards, porches, garages) Excellent Good Fair Poor

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#1	Land use characteristics (in the neighborhood) %__ Residential %__ Commercial %__ Industrial %__ Institutional %__ Other
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#13	What would you say is the approximate quality distribution of residential structures in this neighborhood? %__ Luxury %__ High quality %__ Average quality %__ Below quality %__ Poor
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#14	What is your overall assessment of the quality of this neighborhood as a residential area? Excellent Good Fair Poor
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#2	Age of most residential structures (in the neighborhood) %__ Pre- 1945 %__ 1946-1960 %__ 1961-present
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#3	Type of residential structures (in the neighborhood) %__ Single-family detached %__ Garden/ row/ townhouse %__ Multifamily (2-4 units) %__ Multifamily (5-10) units %__ Multifamily (10+ units)
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#4	Type of construction (in the neighborhood) %__ Wood frame %__ Masonry %__ Mixed

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Hope VI Windshield Survey	#5	General condition of the housing units (in the neighborhood) % _ Sound % _ Minor/Some deterioration % _ Major deterioration % _ Dilapidated/Abandoned
Family Connected to Supportive Networks, Formal and Informal	ISSB	02	Rate frequency that natural helpers (friends, family members, etc.)... Was right there with you in a stressful situation Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	04	Rate frequency that natural helpers (friends, family members, etc.)... Watched your possessions when you were away Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	05	Rate frequency that natural helpers (friends, family members, etc.)... Told you what he/she did in a similar situation Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	06	Rate frequency that natural helpers (friends, family members, etc.)... Did some activity together to help divert your thoughts Not at all Once or twice About once a week Several times a week About every day

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	07	Rate frequency that natural helpers (friends, family members, etc.)... Talked with you about some interests of yours Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	08	Rate frequency that natural helpers (friends, family members, etc.)... Let you know that you did something well Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	10	Rate frequency that natural helpers (friends, family members, etc.)... Told you that you are OK just the way you are Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	11	Rate frequency that natural helpers (friends, family members, etc.)... Told you that she/he would keep conversations confidential Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	12	Rate frequency that natural helpers (friends, family members, etc.)... Assisted you in setting a goal for yourself Not at all Once or twice About once a week Several times a week About every day

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	13	Rate frequency that natural helpers (friends, family members, etc.)... Made it clear what was expected of you Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	14	Rate frequency that natural helpers (friends, family members, etc.)... Expressed esteem or respect for a competency of yours Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	15	Rate frequency that natural helpers (friends, family members, etc.)... Gave you some information on how to do something Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	16	Rate frequency that natural helpers (friends, family members, etc.)... Suggested some action you should take Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	18	Rate frequency that natural helpers (friends, family members, etc.)... Comforted you by showing some physical affection Not at all Once or twice About once a week Several times a week About every day

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	19	Rate frequency that natural helpers (friends, family members, etc.)... Gave you some information to help you understand a situation Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	21	Rate frequency that natural helpers (friends, family members, etc.)... Checked back with you to see if you followed advice Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	23	Rate frequency that natural helpers (friends, family members, etc.)... Helped you understand why you didn't do something well Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	24	Rate frequency that natural helpers (friends, family members, etc.)... Listened to you talk about your private feelings Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	26	Rate frequency that natural helpers (friends, family members, etc.)... Agreed that what you wanted to do was right Not at all Once or twice About once a week Several times a week About every day

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	27	Rate frequency that natural helpers (friends, family members, etc.)... Said things that made your situation clearer Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	28	Rate frequency that natural helpers (friends, family members, etc.)... Told you how he/she felt in a similar situation Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	29	Rate frequency that natural helpers (friends, family members, etc.)... Let you know that he/she will always be around (when) help is needed Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	30	Rate frequency that natural helpers (friends, family members, etc.)... Expressed interest and concern in your well-being Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	32	Rate frequency that natural helpers (friends, family members, etc.)... Told you who you should see for assistance Not at all Once or twice About once a week Several times a week About every day

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	33	Rate frequency that natural helpers (friends, family members, etc.)... Told you what to expect in a future situation Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	35	Rate frequency that natural helpers (friends, family members, etc.)... Taught you how to do something Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	36	Rate frequency that natural helpers (friends, family members, etc.)... Gave you feedback on how you were doing Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	37	Rate frequency that natural helpers (friends, family members, etc.)... Joked and kidded to try to cheer you up Not at all Once or twice About once a week Several times a week About every day
Family Connected to Supportive Networks, Formal and Informal	ISSB	38	Rate frequency that natural helpers (friends, family members, etc.)... Provided you with a place to stay Not at all Once or twice About once a week Several times a week About every day

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	ISSB	39	Rate frequency that natural helpers (friends, family members, etc.)... Pitched in to help you do something that you needed to be done Not at all Once or twice About once a week Several times a week About every day
Family Economically Secure	Kids Count	City Trends (1990-1998)	Low Maternal Education
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Births to Unmarried Women
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Late or No Prenatal Care
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Low-Birth weight Births (Less than 5.5 Pounds)
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Preterm Births (Less than 37 complete weeks of gestation)
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Repeat Teen Births
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Smoking During Pregnancy
Healthy, Wanted Birth	Kids Count	City Trends (1990-1998)	Teen Births
Family Connected to Supportive Networks, Formal and Informal	Neighboring in an Urban Environment	#C1	Do you feel a sense of community with other people on this block (for example, do you share interests and concerns with them)? 1 – Not at all 2 3 4 5 – A great deal
Family Connected to Supportive Networks, Formal and Informal	Neighboring in an Urban Environment	#C3	Some people care a lot about the kind of block they live on. For others, the block is not important. How important is what your block is like to you? 1 – Not at all 2 3 4 5 – A great deal

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	Neighboring in an Urban Environment	#D1	Index of degree of participation in block organization; a) Nonmembership b) Only attended and occasionally talked at meetings c) Also encouraged neighbors to come to meeting and/or work on a committee or outside the meetings and/or hosted a meeting at home d) Also acted as an officer or committee leader of the organization
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B1	All things considered, how satisfied are you with this block as a place to live? 1 – Most satisfied 2 3 4 5 – Most dissatisfied
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B2	If you think of your neighborhood as the area around your block, how satisfied or dissatisfied are you with the condition of your neighborhood as a place to live? 1 – Most satisfied 2 3 4 5 – Most dissatisfied
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4a	Six item index of block characteristics: Is your block 1 - dangerous 2 3 4 5 6 – safe

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4b	Six item index of block characteristics: Is your block 1 – unattractive 2 3 4 5 6 – attractive
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4c	Six item index of block characteristics: Is your block 1 – messy 2 3 4 5 6 – neat
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4d	Six item index of block characteristics: Is your block 1 – noisy 2 3 4 5 6 – quiet
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4e	Six item index of block characteristics: Is your block 1 – houses need repair 2 3 4 5 6 – houses in good condition

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4f	Six item index of block characteristics: Is your block 1 – streets/walks need repair 2 3 4 5 6 – streets/walks in good condition
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Neighboring in an Urban Environment	#B4g	Six item index of block characteristics: Is your block 1 – a bad place to raise kids 2 3 4 5 6 – a good place to raise kids
Cognitive Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who can demonstrate an understanding of cause and effect relationships
Cognitive Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who demonstrate age-appropriate pre-math and mathematics skills

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Cognitive Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who generate, test and evaluate solutions to concrete problems
Cognitive Development	NOWG	Admin. Data (teacher/parent surveys, teacher observation)	Percent of children who can decide when help is needed and obtain it in an emergency
Disposition to Learn	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Percent of children who perform their assigned tasks at school, at home and in community-based program settings
Disposition to Learn	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who are motivated and actively involved in learning tasks
Disposition to Learn	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who can follow multi-step oral directions
Disposition to Learn	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who can listen and attend to academic tasks on an age appropriate level

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Disposition to Learn	NOWG	Admin. Data (teacher/parent surveys, teacher observation)	Percent of children who initiate and follow through on activities
Language Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who can demonstrate age appropriate reading and writing skills
Language Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who demonstrate age appropriate understanding of oral language
Language Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who demonstrate early literacy skills
Language Development	NOWG	Admin. Data (Performance measures, school grade reports, scores of school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)	Percent of children who effectively use spoken language in an age-appropriate manner
Physical Well-Being and Motor Development	NOWG	Admin. Data (Physical fitness tests, parent/teacher observations, medical records)	Percent of children who are aware of the potential dangers of drugs, alcohol, and tobacco

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Physical Well-Being and Motor Development	NOWG	Admin. Data (Physical fitness tests, parent/teacher observations, medical records)	Percent of children who are aware of the risks of unintentional injury and ways of reducing those risks
Physical Well-Being and Motor Development	NOWG	Admin. Data (Teacher/parent surveys or interviews, child surveys or interviews, medical records)	Percent of children who are aware of the importance of nutrition, physical fitness, and basic health care to overall physical health
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Check-Up History
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Dental History
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Height, weight and age
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Immunization history
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Insurance Coverage
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Motor Milestone Achievement
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Percent of children with appropriate nutrition

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/interviews)	Vision and hearing screening history
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Physical fitness tests, parent/teacher observations, medical records)	Percent of children who actively engage in developmentally appropriate physical activities at least three times per week
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Physical fitness tests, parent/teacher observations, medical records)	Percent of children who are in the expected range of cardiovascular fitness, flexibility muscle strength, and endurance for their age
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (Physical fitness tests, parent/teacher observations, medical records)	Percent of children with an appropriate ratio of body fat to lean muscle mass for their age
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (teacher/parent surveys, teacher observation)	Percent of children who can attend to their own hygiene needs
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (teacher/parent surveys, teacher observation)	Percent of children who can dress themselves appropriately
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (teacher/parent surveys, teacher observation)	Percent of children who feed themselves and participate appropriately in mealtime activities
Physical Well-Being and Motor Development; Development on Track	NOWG	Admin. Data (teacher/parent surveys, teacher observation)	Percent of children who take care of their own belongings
Physical Well-Being and Motor Development; Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of families who make arrangements to provide extra opportunities and resources for child's development

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Safe, Healthy Public Space	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of families living in safe environments
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Percent of children who are considerate of others and engage in helping behaviors
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Percent of children who cooperate with peers and who volunteer to help peers with classroom or program tasks
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, child survey or interview)	Percent of children who demonstrate an appropriate range of affection and other emotions
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, child survey or interview)	Percent of children who demonstrate or acknowledge their self-worth
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Percent of children who follow established rules/limits
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)	Percent of children who interact appropriately with adults

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)	Percent of children who interact appropriately with other children
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Percent of children who participate in routine activities
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, child survey or interview)	Percent of children who perceive themselves as capable of learning
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, child survey or interview)	Percent of children who recognize and respect similarities and differences between self and others
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists, child survey or interview)	Percent of children who respect and show concern for others
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher survey, interview, or ratings using scales of checklists, structured observation of child behavior in program setting)	Percent of children who deal appropriately with frustration and unfavorable events
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher survey, interview, or ratings using scales of checklists, structured observation of child behavior in program setting)	Percent of children who express feelings and needs in socially acceptable ways

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Social and Emotional Development	NOWG	Admin. Data (parent/guardian or teacher survey, interview, or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)	Percent of children who have friends and are part of a positive social network
Social and Emotional Development	NOWG	Admin. Data (teacher/parent surveys, teacher observation)	Percent of children who act in ways that reflect an understanding of the responsibilities of a group or family membership
Social and Emotional Development	NOWG	Admin. Data (teacher/parent surveys, teacher observation)	Percent of children who can accept responsibility for their actions and mistakes
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of families providing environments supportive of their child's education and learning
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of families who are knowledgeable about community resources and who are connected to appropriate service providers/agencies
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of families with appropriate parenting skills to anticipate and meet the developmental needs of children

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NOWG	Admin. Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local and state statistics, data from home visits)	Percent of family members who attend and participate in community based programs in which their child attends
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	NOWG	Admin. Data (Healthcare provider records, school health records, parent surveys/ interviews)	Percent of families with appropriate parenting skills to anticipate and meet developmental needs of children
Family Connected to Supportive Networks, Formal and Informal	SS-B	01	<p>Would suggest doing something, just to take my mind off my problems</p> <p>Family</p> <ul style="list-style-type: none"> No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this <p>Friends</p> <ul style="list-style-type: none"> No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	02	Would visit with me, or invite me over Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	03	Would comfort me if I was upset Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	04	Would give me a ride if I needed one Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	05	Would have lunch or dinner with me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	06	Would look after my belongings (house, pets, etc.) for awhile Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	07	Would loan me a car if I needed one Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	08	Would joke around or suggest doing something to cheer me up Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	09	Would go to a movie or concert with me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	10	Would suggest how I could find out more about a situation Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	11	Would help me with a move or big chore Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	12	Would listen if I needed to talk about my feelings Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	13	Would have a good time with me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	14	Would pay for lunch if I was broke Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	15	Would suggest a way I might do something Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

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Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	16	Would give me encouragement to do something difficult Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	17	Would give me advice about what to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	18	Would chat with me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	19	Would help me figure out what I wanted to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	20	Would show me that they understood what I wanted to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	21	Would buy me a drink if I was short of money Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	22	Would help me decide what to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	23	Would give me a hug or otherwise show me I was cared about Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	24	Would call me just to see how I was doing Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	25	Would help me figure out what was going on Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	26	Would help me out with some necessary purchase Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	27	Would not pass judgment on me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	28	Would tell me who to talk to for help Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	29	Would loan me money for an indefinite amount of time Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	30	Would be sympathetic if I was upset Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	31	Would stick by me in a crunch Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	32	<p>Would buy me clothes if I was short of money</p> <p>Family</p> <ul style="list-style-type: none"> No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this <p>Friends</p> <ul style="list-style-type: none"> No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	33	<p>Would tell me about the available choices and options</p> <p>Family</p> <ul style="list-style-type: none"> No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this <p>Friends</p> <ul style="list-style-type: none"> No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	34	Would loan me tools, equipment or appliances if I needed them Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	35	Would give me reasons why I should or should not do something Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	36	Would show affection for me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	37	Would show me how to do something I didn't know how to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	38	Would bring me little presents of things I needed Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	39	Would tell me the best way to get something done Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	40	Would talk to other people to arrange something for me Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	41	Would loan me money and want to “forget about it” Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	42	Would tell me what to do Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	43	Would offer me a place to stay for awhile Family No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this Friends No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Connected to Supportive Networks, Formal and Informal	SS-B	44	<p>Would help me think about a problem</p> <p>Family</p> <ul style="list-style-type: none"> No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this <p>Friends</p> <ul style="list-style-type: none"> No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Family Connected to Supportive Networks, Formal and Informal	SS-B	45	<p>Would loan me a fairly large sum of money (say the equivalent of a month's rent or mortgage)</p> <p>Family</p> <ul style="list-style-type: none"> No one would do this Someone might do this Some family member would probably do this Some family member would certainly do this Most family members would certainly do this <p>Friends</p> <ul style="list-style-type: none"> No one would do this Someone might do this Some friend would probably do this Some friend would certainly do this Most friends would certainly do this
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Abuse and neglect of children
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Crime Rate
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Crime victims as a percent of population

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Domestic assault per 100,000 people
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Homicide rate per 100,000
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Number of children receiving protective services for abuse/neglect
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Property Crimes
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Rapes reported per 10,000 population
Absence of Abuse, Neglect, Exposure to Violence	Sustainable Measures	Indicators Database	Violent Crime Rate
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Average rescue call response time
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Emergency calls per capita
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Neighborhood livability as rated by residents
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Percent citizen participation in community projects
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Percent of people feeling they can rely on others in the community for help
Family Connected to Supportive Networks, Formal and Informal	Sustainable Measures	Indicators Database	Percent who say most people can be trusted

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Economically Secure	Sustainable Measures	Indicators Database	AFDC recipients on more than 24 consecutive months
Family Economically Secure	Sustainable Measures	Indicators Database	Average earnings per job
Family Economically Secure	Sustainable Measures	Indicators Database	Children living in poverty
Family Economically Secure	Sustainable Measures	Indicators Database	Children receiving AFDC
Family Economically Secure	Sustainable Measures	Indicators Database	Employment Rate
Family Economically Secure	Sustainable Measures	Indicators Database	Food stamp recipients
Family Economically Secure	Sustainable Measures	Indicators Database	Health care as percent of income
Family Economically Secure	Sustainable Measures	Indicators Database	Health care cost relative to total state/local expenditure
Family Economically Secure	Sustainable Measures	Indicators Database	Households with incomes more than 200 percent above poverty line
Family Economically Secure	Sustainable Measures	Indicators Database	Median family income as percent of US median
Family Economically Secure	Sustainable Measures	Indicators Database	Number or percent of residents receiving welfare assistance
Family Economically Secure	Sustainable Measures	Indicators Database	People living below the poverty line
Family Economically Secure	Sustainable Measures	Indicators Database	Per capita debt
Family Economically Secure	Sustainable Measures	Indicators Database	Per capita income as a percent of state average
Family Economically Secure	Sustainable Measures	Indicators Database	Per capita income in non metropolitan areas
Family Economically Secure	Sustainable Measures	Indicators Database	Percent of disposable personal income that is being saved
Family Economically Secure	Sustainable Measures	Indicators Database	Percent of jobs that did not pay a self-sufficiency wage
Family Economically Secure	Sustainable Measures	Indicators Database	Percent of jobs that pay a livable wage for a family of two

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Family Economically Secure	Sustainable Measures	Indicators Database	Percent of population covered by health insurance
Family Economically Secure	Sustainable Measures	Indicators Database	Percent of residents who want to work full time who actually work full time
Family Economically Secure	Sustainable Measures	Indicators Database	Personal income per capita
Family Economically Secure	Sustainable Measures	Indicators Database	Students eligible for free or reduced price lunch
Family Economically Secure	Sustainable Measures	Indicators Database	Unemployment Rate
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Births to females under 18 per 1,000 live births
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Births to mothers without 12 years of education
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Births to unwed mothers
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Low birth weight infants
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Percent of women receiving adequate prenatal care
Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Substance-exposed newborns per 1,000 live births
High Quality Child Care	Sustainable Measures	Indicators Database	Childcare arrangement satisfaction
High Quality Child Care	Sustainable Measures	Indicators Database	Number of children on subsidized childcare waiting list
Physical Well-Being and Motor Development	Sustainable Measures	Indicators Database	Asthma hospitalization rate for children
Physical Well-Being and Motor Development	Sustainable Measures	Indicators Database	Percentage of people identifying obstacles to obtaining health care
Physical Well-Being and Motor Development; Development on Track	Sustainable Measures	Indicators Database	Healthy diets for children
Physical Well-Being and Motor Development; Healthy, Wanted Birth	Sustainable Measures	Indicators Database	Infant mortality

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Air quality index
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Days per year that air quality standards are met
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Percent of people feeling safe walking alone at night
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Percent of people who report decreased park use due to fear
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Number of acres of public open space
Safe, healthy, public space	Sustainable Measures	Indicators Database	Number of complaints about air quality per year
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Number of days air pollutants exceed healthful levels
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Number of sworn police officers per 1,000 people
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Number of trees on public property
Safe, Healthy Public Space	Sustainable Measures	Indicators Database	Parks and playgrounds as percent of urban area
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Average house price to income ratio
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Density of alcohol outlets in certain areas
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Floor area per person in housing
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Homeownership rate

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Indoor air quality
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Number of neighborhood watch groups
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Number of noise complaints to local authorities
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Percent of dwellings in need of major repair
Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Sustainable Measures	Indicators Database	Percent of new residential lots within ¼ mile of services
Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	Sustainable Measures	Indicators Database	Children in foster care per 1,000 children
Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	Sustainable Measures	Indicators Database	Children involved in divorce per 1,000 children
Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	Sustainable Measures	Indicators Database	Percent of family groups with only one parent living with a child under age 18

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	Sustainable Measures	Indicators Database	Runaways per 1,000 children
Strong Bonds With Primary Caregiver, Structured, Stimulating, stable Environment at Home	Sustainable Measures	Indicators Database	Students who move more than once a year
Absence of Abuse, Neglect, Exposure to Violence	Zero Population Growth	Kid Friendly Cities Report Card	Violent and Property Crimes per 1,000 Persons (1996) Crime data as reported to the FBI by law enforcement agencies. Violent crimes include murder and non-negligent manslaughter, forcible rape, robbery and aggravated assault. Property crimes include burglary, larceny-theft and motor vehicle theft. The totals shown for property crimes do not include arson. This data has not been adjusted for under-reporting, which may affect comparability between geographic areas or over time.
Family Economically Secure	Zero Population Growth	Kid Friendly Cities Report Card	Percent Children In Poverty (1990) Original source is the 1990 U.S. Census. This indicator includes the percent of children under 18 years of age who lived in families with incomes below the U.S. poverty threshold, as defined by the U.S. Office of Management and Budget at the time of the 1990 census. Thresholds based on family size and composition. In 1989, the poverty threshold for a family of four persons was \$13,359. This data is the most recent available at the city level.
Family Economically Secure	Zero Population Growth	Kid Friendly Cities Report Card	Unemployment Rate (1996) Percent of civilian labor force who had no employment during the reference week, were available for work, except for temporary illness, and had made specific efforts to find employment some time during the four-week period ending with the reference week. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed. Time series data were not seasonally adjusted to eliminate the effect of intra-year variations which tend to occur during the same period on an annual basis.

INDICATOR ITEMS
Local

INDICATOR AREA	SOURCE	ITEM #	QUESTION
Healthy, Wanted Birth	Zero Population Growth	Kid Friendly Cities Report Card	Percent Births to Teens (1996) This measure was compiled from a special run performed by the Division of Vital Statistics, a division of the National Center for Health Statistics, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. The results are calculated by dividing the number of live births to women under age 20 by the total number of live births in a city.
Healthy, Wanted Birth	Zero Population Growth	Kid Friendly Cities Report Card	Percent Low Birth Weight (1996) This indicator represents the percent of live births weighing under 2,500 grams (5lbs 8oz). The data are reported by place of mothers residence, not place of birth. Births of unknown weight were not included in these calculations.
High Quality Child Care	Zero Population Growth	Kid Friendly Cities Report Card	Enrollment in pre-primary school (1990) This measure is calculated by dividing the number of total children enrolled in preprimary grades, which include nursery school and kindergarten, in both public and private schools, by the number of 3- and 4-year-olds enumerated within city limits.
Physical Well-Being and Motor Development; Healthy, Wanted birth	Zero Population Growth	Kid Friendly Cities Report Card	Infant Mortality Rate (1994-1996) This indicator represents infant deaths under one year of age per 1,000 live births. The data are reported by place of residence, not place of death.
Safe, Healthy Public Space	Zero Population Growth	Kid friendly Cities Report Card	Number of Bad Air Days This statistic is measured at the level of the Metropolitan Statistical Area (MSA). The number of unhealthy air days for a given MSA is applied to each city in the study that is part of the MSA. The Pollutant Standards Index (PSI) integrates information on criteria pollutant concentrations (CO, O ₃ , PM ₁₀ , SO ₂) across an entire monitoring network into a single number that represents the worst daily air quality experienced in an urban area. PSI values used in this study are based on ozone alone.
Strong Bonds With Primary Caregiver, Structured, Stimulating, Stable Environment at Home	Zero Population Growth	Kid Friendly Cities Report Card	Percent Households where no-one over age 13 speaks English well This measure gives the percentage of children ages 5-13 living in households where no one over the age of 13 speaks only English of English “very well”. It includes children ages 5-13 who sometimes or always speak a language other than English at home.