

HEALTH AND DEVELOPMENT ON TRACK, BEGINNING AT BIRTH

Outcomes	All children have a healthy start	All children have access to healthcare	All children are physically and emotionally healthy				All children reach appropriate developmental benchmarks		
	% of babies born weighing more than 2500 grams (not low birth weight)	% of Medicaid-enrolled children receiving regular well-child visits	% of parents reporting their children's health is excellent or good	% of children whose height and weight falls into expected ranges	% of children exhibiting self-regulation, good interpersonal skills, and no behavior problems	% of children without untreated tooth decay	% of children showing improvement with early intervention eervices	% of children on-track for oral language skills at 24, 36, 48 and 60 months	% of children developmentally on-track based on Kindergarten Entry Assessment
As measured by	% of adults with health insurance	% of children with health insurance	% of children ages 19-35 months who are fully immunized	% of children over age 6 who are physically active for 60 minutes/day 5 days/week	% of children who receive a social-emotional screen	% of children who have seen a dentist in the past year	% of children who receive a developmental screen		
	% of pregnant women who receive on-time prenatal care	% of parents with health insurance	% of parents reporting they have a particular place to take their children for medical care (i.e., medical home)	% of children who eat the recommended dietary guidelines of fruits and vegetables	% of children with an identified social-emotional need on screen	% of children with an identified social-emotional need referred for services	% of children with an identified developmental delay on a developmental screen		
As influenced by	% of pregnant women who do not use substances (tobacco, alcohol, opioids, etc)	Rate of pediatricians and family physicians per 10,000 population, per county		% of children who exclusively breastfeed for six months	% of children with an identified social-emotional need referred for services	% of children referred to behavioral health services who receive services	% of children with an identified developmental delay referred to early intervention services		
	Rate of births per 1000 girls aged 15-19	Rate of pediatricians and family physicians accepting Medicaid per 10,000 population, per county					% of children referred to early intervention who receive services		
Conditions	Equity								
	Economic Security								
	Social-Emotional Health								

SUPPORTED AND SUPPORTIVE FAMILIES AND COMMUNITIES

Outcomes	All children have safe, stable, nurturing relationships with their caregivers			All children live in families that have the knowledge, skills and social supports to support children’s optimal development		All children live in families that are economically secure		All children live in safe, toxic-free, economically-viable communities that support children and families			
As Measured By	Rate of investigated /assessed child abuse or neglect	Warm, responsive parenting: parent report of talk/play and family meal sharing	Parent-reported frequency of reading to child	% of new mothers reporting access to sufficient social supports	% of parents reporting sufficient knowledge of child development and parenting skills	% of families with children living above 200% of FPL	% of children in a school district who are not homeless	Rate of reported violent crimes, by census tract	% of adults reporting block is safe for children to play outside	% of children living in census tracts with poverty levels below 30%	% of children found to have blood lead levels below 5 µg/dL
As Influenced By	% of parents screened for depression at well-child visits % of parents identified with depression referred for services % of parents referred who receive services for depression % of parents who abuse substances		% of students reporting 25 or more books in their home	<i>Note: The underlying conditions at the bottom of the chart and some influencers in the Health and Education goals affect access to social supports.</i>	% of births to mothers with at least a 12th grade education Rate of home visiting, parent education, and family preservation programs, by population, by county Rate of parents who participate in home visiting, parent education, and family preservation programs, by population, by county		% of children with housing stability (family has not moved more than once in past 12 months) % of families who spend less than 30% of income on housing			% of children screened for elevated blood lead levels	
						% of children living in families that make a living wage	<i>Note: The underlying conditions at the bottom of the chart are some of the factors that influence neighborhood safety and toxicity, and concentrated poverty.</i>				
Conditions	Equity										
	Economic Security										
	Social-Emotional Health										

HIGH QUALITY BIRTH TO EIGHT LEARNING AND EDUCATION

Outcomes	<p>All children have access to high-quality, developmentally appropriate, culturally competent birth to eight programs with highly qualified professionals</p>		<p>All children attend early learning programs and schools consistently</p>		<p>All children learn in environments that are safe, promote a positive climate, and support social-emotional development</p>	
	As measured	<p>% of all children birth through five enrolled in regulated childcare</p> <p>% of young children attending accredited or high quality (5-star) rated early childhood programs (Centers and Family homes)</p>	<p>% of students meeting expected growth as measured by the text reading comprehension (TRC) section of MClass assessments (K-3)</p>	<p>% of children with regular attendance at child care or early education programs (0-5) and school (K-3)</p>	<p>% of children with school continuity during the past school year (K-3)</p>	<p>% of children suspended (0-8) or expelled (K-3) from programs and schools</p>
As influenced by	<p>% of early childhood teachers with post-secondary early childhood education, by degree (associate, bachelor's)</p> <p>% of early childhood administrators with post-secondary early childhood education, by degree (associate, bachelor's)</p> <p>% of estimated eligible children under age 6 receiving child care subsidies</p> <p>% of families paying 10% or less of income on child care</p>	<p>% of elementary school principals with early childhood/child development-specific knowledge and competencies</p> <p>% of K-3 teachers with early childhood/child development-specific knowledge and competencies</p>	<p><i>Note: Many of the factors that influence school attendance are included under the Health and Family/Community goal areas, and in the underlying conditions at the bottom of the chart.</i></p>		<p>% of children attending schools that systematically involve child care programs/families before school transition</p> <p>% of schools integrating social-emotional strategies</p> <p>% of teachers who receive professional development on children's mental health, including trauma</p> <p>% of teachers working with special populations, including English language learners and children with disabilities, who receive specific training/coaching for these populations</p>	
Conditions	<p>Equity</p> <p>Economic Security</p> <p>Social-Emotional Health</p>					