



# Memo

**To:** North Carolina Early Childhood Foundation

**From:** Child Trends

**Re:** State-Level Measures of Early Childhood Social and Emotional Health to Inform the NC Pathways to Grade-Level Reading Initiative and the North Carolina Early Childhood Action Plan

**Date:** September 24, 2019

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## Background

The North Carolina Early Childhood Foundation (NCECF), in partnership with NC Child, The NC Partnership for Children, Inc., and BEST NC, leads the [NC Pathways to Grade-Level Reading initiative](#), which looks at third grade reading proficiency as a high-level proxy measure of overall child well-being. Hundreds of Pathways stakeholders across the state worked over three years to develop the [Pathways Measures of Success Framework](#) and the [Pathways Action Framework](#).

In February 2019, led by Governor Cooper's office, the NC Department of Health and Human Services (DHHS) released the [North Carolina Early Childhood Action Plan](#), which identifies 10 goals to help ensure that children are healthy and ready to succeed in school. Both the Pathways to Grade-Level Reading Action Framework and the Early Childhood Action Plan include data measures and strategies that require the use of data to track children's well-being. In addition, the Early Childhood Action Plan has identified targets for each measure, so that DHHS can measure its progress. A [North Carolina Early Childhood Data Advisory Council](#) was created in 2019 to improve the state's collection, analysis and use of early childhood data.

Both Pathways and DHHS determined that NC's data to measure children's social and emotional health (SEH) on the aggregate level are insufficient. To address this identified gap in data, NCECF is facilitating a Children's Social-Emotional Health data workgroup to identify potential measures. Through support provided by the Alliance for Early Success, Child Trends conducted an analysis of several other states' current efforts to collect data measuring children's social and emotional health at the population level.

The purpose of this memo is to provide a summary of Child Trends' findings to date to inform the [Children's Social-Emotional Health Data Workgroup](#) facilitated by the NCECF from September 2019 to January 2020.

## Research Questions

This memo provides initial findings from Child Trends' efforts to understand the strategies and approaches that states are using to collect population-level social and emotional health data among children ages 0 to 5. Specifically, the memo answers the following questions:

1. How are some other states measuring the social and emotional health of very young children (i.e., what measures are being used, and at what level [population, program, etc.]?)
2. What state programs or entities are measuring children's social and emotional health or collecting and reporting this information?

3. What national data sources offer data on this topic, and who is using that data?
4. What themes, efforts, and recommendations are emerging among states working on this topic?

## Methods

Child Trends initially conducted a web scan to identify initiatives and data sources that states are using to measure social and emotional health in infants, toddlers, and preschoolers. The research team scanned states’ departments of education, health, human services, and children and families, using search terms such as “early childhood social emotional health and development,” “indicators,” and “measures.” This search identified numerous examples of state early learning standards, indicators, and frameworks related at least in part to social and emotional health and well-being. However, the search identified only one example (i.e., Hawaii) of specific measures or data available at the population level. See [Appendix A: State Social and Emotional Health Web Scan](#) for a summary of findings from this search.

Following the scan, contacts identified through the Alliance for Early Success referred us to contacts who might be working in this area. We conducted five (5) phone interviews and spoke with seven (7) individuals representing three (3) states (Oregon, Colorado, Vermont) and two (2) national organizations (Ounce of Prevention, Hemera). See Table 1 for details.

**Table 1. Contacts interviewed to discuss state and national efforts to measure early childhood social and emotional health**

Contact	Title	Affiliation
Christina Bethell	Professor	Johns Hopkins University - Bloomberg School of Public Health
Elena Rivera	Senior health policy and program advisor	Oregon's Children Institute
Jordana Ash	Director of strategic partnerships children and adolescents	Hemera
Valerie Stewart & Austin Phillips	Metrics manager; Behavioral health metrics coordinator	Oregon Department of Human Services
Breena Holmes & Laurin Kasehagen	Executive director; Senior maternal and child health (MCH) epidemiologist	Division of Vermont Maternal and Child Health; CDC/Vermont Departments of Health & Mental Health
Colleen Murphy	Vice president of navigator work	Ounce of Prevention (formerly NICHQ)

See [Appendix B: Measuring Early Childhood Social and Emotional Health Contact List](#) for additional information. Findings from the web scan and interviews are summarized below.

## Findings

### **How are states measuring the social and emotional health of very young children (i.e., what measures are being used, and at what level [population, program, etc.]?)**

State efforts to measure social and emotional health in early childhood primarily rely upon one of two methods: (1) surveys of parents or providers (e.g., pediatricians, early childhood mental health consultants, home visitors), or (2) child-level screeners, administered in a variety of settings.

Most efforts focused on collecting data at the program level (e.g., via pediatricians, or through early childhood mental health [ECMH] consultation in child care). One state (Colorado) also mentioned a state

funded [Incredible Years](#) (IY) program.<sup>1</sup> There are many different validated measures of social and emotional well-being; however, many have drawbacks. For example, many are screeners that are intended only to flag whether further assessment is needed, and are not reliable measures of children’s developmental status.<sup>2</sup> In addition, most assessments are lengthy and burdensome to administer. Also, few reliable measures exist to capture infant or toddler social and emotional health. That said, Table 1 lists specific data collection tools used with certain programs.

**Table 2: Selected measures in use to assess early childhood social and emotional health**

Measure	Who is Using the Measure	Notes
<a href="#">Ages and Stages Questionnaire 3<sup>rd</sup> edition</a> (ASQ:3)	CO: Help Me Grow	This screener is currently undergoing research and validation to be used as an assessment.
<a href="#">Ages and Stages Questionnaire: Social-Emotional 2<sup>nd</sup> edition</a> (ASQ:SE2)	CO: Help Me Grow; OR: Home Visiting (HV)	Not used as much as ASQ
<a href="#">Child and Adolescent Needs and Strengths</a> (CANS)	CO	For child welfare system-involved children only. Intending to use this as their primary measure across the age span.
<a href="#">Deveraux Early Childhood Assessment</a> (DECA)	CO	
<a href="#">Knowledge of Infant Development Inventory</a> (KIDI) parent questionnaire (MacPhee, 1981)	Pediatrics Supporting Parents (PSP) Collaborative	Trying to embed SEH into well-being visits
<a href="#">Modified Checklist for Autism in Toddlers</a> (M-CHAT)	Help Me Grow	A screener
<a href="#">Parents Evaluation of Developmental Status</a> (PEDS)	Help Me Grow	A screener
<a href="#">Pediatric Symptom Checklist</a> (PSC)	Help Me Grow	A screener
<a href="#">Survey of Well-being of Young Children</a> (SWYC)	Help Me Grow	A screener
Welch Emotional Connection Screening (WECS; Nurture Science Program)	Varies	Rates mother-child emotional connection. Observational (minimum 10-minute observation); requires training.

In addition, the resource [Metrics for Early Childhood Systems: A National Scan](#) “provides the results of a national scan of metrics used by early childhood systems and initiatives to assess the well-being of young children and their families.” Pages 20 and 45 provide information on measuring young children’s social and emotional health. The NCECF can consult this resource for additional measurement options.

<sup>1</sup> IY aims to prevent and treat behavior problems and promote young children's social, emotional, and academic competence.

<sup>2</sup> For more information, see <https://www.childtrends.org/wp-content/uploads/2015/08/2014-71Early-Childhood-Developmental-Screening-A-Compendium-of-Measures-for-Children-Ages-Birth-to-Five.pdf>.

## What state programs or entities are measuring children’s social and emotional health or collecting and reporting this information?

Based on information from the interviews, we learned that many different types of programs or service providers are collecting these data, including:

- [Healthy Steps](#) (in Colorado, the results are included in the child’s health record)
- Home Visiting (HV) programs
  - In Colorado, HV information is not linked to a child’s health record.
  - In Oregon, HV reports data on whether screenings are being completed, but there is no data on the outcome of screening efforts (i.e., follow up for services).
  - Vermont uses the Center for the Study of Social Policy’s (CSSP’s) [Developmental Understanding and Legal Collaboration for Everyone](#) (DULCE) interdisciplinary model in pediatric settings, which addresses family social determinants. Vermont also has 15 [Parent Child Centers](#) (a designation from the VT Department of Children and Families), which provide HV and other services and collect some SEH data.
- Pediatricians
  - Colorado is using a standardized screener as part of their [Assuring Better Child Development](#) (ABCD) initiative.
  - In Vermont, pediatric offices all take Medicaid and conduct screenings, and are highly invested in [Bright Futures guidelines](#).
- [Parent-Child Interaction Therapy](#) (PCIT), shared by Oregon, offer dyadic parent-child services.<sup>3</sup>
- State [infant & early childhood mental health \(IECMH\) services](#)<sup>4</sup> are also offered by Oregon, though the state reported that few are looking at IECMH program outcomes.
- Medicaid [Coordinated Care Organizations](#) (CCOs) in Oregon are collecting early childhood measures, including dental screening, childhood immunizations, and well-child visits. Since 2014, Oregon has been offering an incentivized quality program (based on statute written into Medicaid waiver); CCOs receive a bonus payment if they reach goal targets for measures. CCOs will have to demonstrate that they are supporting children’s social and emotional development (e.g., via screening for SEH). Oregon has 15 CCOs, and each fills out a rubric to show they are completing these activities.

States vary regarding the age at which age children receive the most attention with respect to monitoring of their social and emotional health. Infants have the benefit of multiple types of screenings at birth, followed by regular well-child visits. Few states discussed toddler-focused efforts. Some mentioned the potential for working with preschool and Head Start programs to capture data.

None of the states we interviewed had aggregated data on early childhood SEH to share. However, Colorado mentioned their now concluded [State Innovation Model](#) (SIM) initiative (February 2014 to July

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<sup>3</sup> 85% of Oregon families who participate in 4 or more PCIT therapy sessions demonstrate improvement in child behavior, positive communication and positive parenting skills. The average length of treatment is 16 sessions.

<sup>4</sup> See also: [How States Use Medicaid to Cover Key Infant and Early Childhood Mental Health Services: Results of a 50-State Survey \(2018 Update\)](#). Contact person: Sheila Smith, National Center for Children in Poverty

2019), funded by [Center for Medicare and Medicaid Innovation](#) (CMMI). Colleen Murphy (formerly with NICHQ) also mentioned that [Help Me Grow](#)<sup>5</sup> state projects report some data to the national level.

## **What national data sources offer data on this topic, and who is using these data?**

The only national data source mentioned was the [National Survey of Children’s Health](#) (NSCH). This annual federal household survey, completed by parents, offers state-level population estimates across developmental domains, including SEH, for children ages 0 to 5 and 6 to 17. See section G of the [NSCH 0-5 questionnaire](#) for items that tap into SEH.

- The [Colorado Risk & Reach Report](#) could not use the NSCH data, as it did not provide the desired county or health services region level estimates.
- California is reportedly using the NSCH data effectively; see the [First 5 California](#) initiative for more information.
- Vermont uses the NSCH as a primary measure of early childhood SEH. Specifically, for ages 0 to 5, VT is using a four-item measure of “flourishing” from the NSCH:
  - Child is affectionate and tender with parent
  - Child bounces back quickly when things don't go his/her way
  - Child shows interest and curiosity in learning new things
  - Child smiles and laugh a lot

## **What themes, efforts, and recommendations are emerging among states working on this topic?**

Interviewees described a broad range of initiatives, policies, and plans, in various stages of development, related to developing population-level estimates of early childhood social and emotional health. The following section summarizes key discussions that might be of interest to the Children’s Social-Emotional Health Data Workgroup.

### **Colorado**

- The Colorado Quality Rating and Improvement System (QRIS) gives points if a child care program conducts a social-emotional screener with their children.
- As mentioned earlier, a nonprofit in Colorado ([Assuring Better Child Development](#) [ABCD]) focuses on improving the lives of Colorado children through promoting screening for early identification of developmental needs. ABCD leads their Healthy Steps initiative.
- Also in Colorado, Launch Together is one aspect of the state ECMH initiative. This effort is the result of philanthropists pooling \$12.2 million to supplement and continue work within formerly federally funded [Project LAUNCH](#) (Linking Action to Unmet Need in Children’s Health) communities, which is focused on promoting the social and emotional development of young children.

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<sup>5</sup> Help Me Grow (HMG) “is not a program, but instead is a system approach to designing a comprehensive, integrated process for ensuring developmental promotion, early identification, referral and linkage. The system model of HMG reflects a set of best practices for designing and implementing a system that can optimally meet the needs of young children and families.” (Help Me Grow National Center, n.d.)

## Oregon

- Oregon is thinking about how to eliminate systemic barriers across the healthcare system to achieve positive outcomes from kids (and doing less tracking of measures and indicators). They have a three- to four- year goal around developing a system-level metric for children receiving Medicaid and are currently ramping up screening for children ages 0 to 3.
- In 2017, Oregon surveyed professionals who work with children ages 0 to 5 by taking 20 items from the NSCH and asking respondents which of the items were most important to determine kindergarten readiness. This poll found consensus around well child visits; follow-ups to developmental, dental, and immunization screenings; dental care; immunizations; and SEH. In response to this, Oregon's [Consumer Assessment of Healthcare Providers and Systems](#)<sup>®</sup> (CAHPS<sup>®</sup>) Medicaid parent survey added SEH-related questions for parents and found that parents under-reported behavioral issues.<sup>6</sup> As a next step, Oregon is now developing a new measure to administer at the Coordinated Care Organization (CCO) level and send to providers and professionals who work with children ages 0 to 5. The measure will focus on referrals, integrated health, access to services, available screening tools, and characteristics of behavioral health services. The goal is to identify variables associated with early childhood social and emotional health and well-being, and then create a health plan-level survey of referral services and activities done to support families and strengthen children's social and emotional health.
- Oregon is also working to combine social service and Medicaid information for children ages 0 to 17 to better understand which children are most at-risk and should be given case management priority.

## Vermont

- Vermont spoke at length about wanting to focus on measures of social and emotional health and competencies, moving away from a focus on adverse childhood experiences (ACES)<sup>7</sup> and toward measures of flourishing and family resilience.

## Other efforts

- Utah is using an algorithm to determine how children's ASQ scores are changing as part of their Help Me Grow initiative (per Colleen Murphy).
- NICHQ led the development of a [Pediatrics Supporting Parents](#) (PSP) Collaborative Measurement Strategy. This effort offered some options to collect data on selected outcome, process, and other measures. PSP also hoped to start a learning community focused on how to get funds to support social-emotional screening.

Interviewees also shared some interesting programmatic and policy initiatives happening across states in support of early childhood social and emotional health:

- Colleen Murphy noted that she is seeing more policy momentum around child-level screening, and that social-emotional developmental screenings for children and maternal health are being bundled together in policy.

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<sup>6</sup> For more information, see CAHPS [survey info on their state's website](#).

<sup>7</sup> For more information, see <https://www.childtrends.org/adverse-childhood-experiences-different-than-child-trauma-critical-to-understand-why>.

- Colorado [SB19-195](#) directs a number of activities for improving behavioral health for children, including establishing or selecting a developmental screener for statewide adoption and utilization for child-serving systems. This tool (to be developed) will be used, not for prevention or early identification, but rather for children who are already being served in systems such as child welfare or behavioral health.
- Colorado [HB 1194](#) would prohibit expulsion (an indicator of behavior problems) from 2<sup>nd</sup> grade or younger in public programs.
- Oregon offers “relief nurseries” to help families that are struggling and to provide them with respite care, voluntary home visiting programs, and parenting education programs to support parent-child relationships and SEH.

Some promising practices also emerged from the interviews in relation to how states are working to obtain data on children’s social and emotional health:

- Colleen Murphy, as well as Oregon and Vermont representatives, mentioned the value of *two-generation (2-gen) approaches*, assessing not only children’s social-emotional health but also parental social-emotional outcomes (e.g., maternal depression) and parent-child relationships (a key determinant of child well-being).
- Related to the 2-gen approach, the [Maternal, Infant, and Early Childhood Home Visiting Program](#) (MIECHV) and the [Early Childhood Comprehensive Systems](#) (ECCS) activities were also mentioned as potential data sources.
  - MIECHV “gives pregnant women and families, particularly those considered at-risk, necessary resources and skills to raise children who are physically, socially, and emotionally healthy and ready to learn.” (HRSA-MCH n.d.; see hyperlink above). State ECCS are “partnerships between interrelated and interdependent agencies/ organizations representing physical and mental health, social services, families and caregivers, and early childhood education to develop seamless systems of care for children from birth to kindergarten entry.” (HRSA-MCH n.d.; see hyperlink above). Via their Collaborative Innovation and Improvement Network (ECCS CoIIN), ECCS have the potential to offer developmental screening at the statewide level. ECCS also collaborates with MIECHV.
- Colorado forged relationships between state systems and philanthropists, mapped out desired collective impact, and granted permission to privately funded positions to use the state database.
- States are getting more sophisticated linked-data systems (e.g., per Colleen Murphy, North Carolina, Pennsylvania, Oregon, California, Kentucky, Mississippi, and Utah; Kentucky can report at state and county level for ages 0 to 5 using ASQ and other measures).

Nonetheless, there are still many challenges with collecting and reporting these data, including:

- Few shared data platforms, and no individual case records for children
- Difficulty monitoring children ages 0 to 3 who do not visit their pediatrician
- Limited culturally appropriate assessments
- Variations in data collection mode and entry (e.g., paper-and-pencil vs. electronic)

- Limited appropriate standardized SEH measures (i.e., the current best candidate [the ASQ:SE] is a *screeener*, which is not an appropriate measure of SEH)
- Parents are sometimes not viewed as the most accurate providers of SEH information (likely due to reporter bias when parents are reluctant to report poor behavior); this needs to be either verified or dispelled through active messaging.

## Recommendations and Next Steps

This initial scan and outreach provides North Carolina with some direction on how to plan to measure children’s social and emotional health at the population level. Specifically, promising options that came up repeatedly include the following:

1. Examining the potential to collect screening and referral data from pediatricians, ECMH providers, and home visiting programs
2. Exploring Medicaid partnerships tying reimbursement to collection of SEH data
3. Using the [National Survey of Children’s Health](#) items

Interviewees also suggested the following as useful next steps, though they were mentioned only once:

- Outline recommendations for valid and reliable measures
- Promote collaboration between pediatric and child care systems

Given that resource limitations prevented the research team from speaking with all the identified contacts working in this realm, the NCECF may wish to conduct additional informational interviews. See Appendix B for additional contacts of interest.

To extend this information-gathering effort beyond informal network connections, we also recommend conducting a survey of state administrators for administrations for children and families, departments of health, health and human services, and departments of education, or others who oversee statewide early childhood programs. The focus of this survey would be to determine which other states or initiatives are collecting—or planning to collect—early childhood social and emotional health data at the population level.

Follow up questions can be directed to Kristen Darling, [kdarling@childtrends.org](mailto:kdarling@childtrends.org) 240-223-9236.

## Appendix A: State Social and Emotional Health Web Scan

State	EC SE Benchmarks – Indicators – Frameworks – Early Learning Standards	Help Me Grow [Measures]	Project LAUNCH Information	Key links to other webpages/reports
Alabama	<ul style="list-style-type: none"> <li><a href="#">Alabama Developmental Standards for Preschool Children</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow Alabama</a></li> <li>Ages and Stages Questionnaire 3<sup>rd</sup> ed. (ASQ-3)</li> <li>ASQ-Social-Emotional 2<sup>nd</sup> ed. (ASQ-SE)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Alabama Project LAUNCH</a></li> </ul>	
Alaska	<ul style="list-style-type: none"> <li><a href="#">Early Childhood Indicators Report</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow Alaska</a></li> <li>ASQ-3</li> </ul>	N/A	
Arizona	<ul style="list-style-type: none"> <li><a href="#">The Assessment Continuum Guide for Pre-K through Third Grade in Arizona</a></li> <li><a href="#">Arizona Early Learning Standards – 4<sup>th</sup> ed.</a></li> <li><a href="#">Arizona’s Infant and Toddler Developmental Guidelines</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li><a href="#">Arizona Tribe Project LAUNCH</a></li> </ul>	
Arkansas	<ul style="list-style-type: none"> <li><a href="#">A Framework for Quality Care and Education for Children Three to Five</a></li> <li><a href="#">Arkansas Child Development and Early Learning Standards: Birth through 60 months</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li><a href="#">Arkansas Project LAUNCH</a></li> </ul>	
California	<ul style="list-style-type: none"> <li><a href="#">California Infant/Toddler Learning &amp; Development Foundations</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow California</a></li> <li>ASQ-3, ASQ-SE</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">California Project LAUNCH</a></li> </ul>	
Colorado	<ul style="list-style-type: none"> <li><a href="#">Colorado Academic Standards Online</a></li> <li><a href="#">Colorado Early Learning &amp; Development Guidelines</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li><a href="#">Colorado Project LAUNCH</a></li> <li><a href="#">Weld County Project LAUNCH</a></li> </ul>	
Connecticut	<ul style="list-style-type: none"> <li><a href="#">Connecticut Early Learning and Development Standards</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow Connecticut</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Connecticut Project LAUNCH</a></li> <li><a href="#">New Britain Project LAUNCH</a></li> </ul>	
District of Columbia	<ul style="list-style-type: none"> <li><a href="#">District of Columbia Common Core Early Standards</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow DC</a></li> <li>ASQ-3</li> </ul>		

State	EC SE Benchmarks – Indicators – Frameworks – Early Learning Standards	Help Me Grow [Measures]	Project LAUNCH Information	Key links to other webpages/reports
Delaware	<ul style="list-style-type: none"> <li><a href="#">Sustaining Early Success: Delaware’s Strategic Plan for a Comprehensive Early Childhood System</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow DE: Developmental Milestones</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Delaware Project LAUNCH</a></li> </ul>	
Florida	<ul style="list-style-type: none"> <li><a href="#">Office of Early Learning Annual Report</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Developmental Monitoring and Screening</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Florida Project LAUNCH</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Healthy Start</a></li> </ul>
Georgia	<ul style="list-style-type: none"> <li><a href="#">Georgia Early Learning and Development Standards</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow National Center</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Georgia Project LAUNCH</a></li> </ul>	
Hawaii	<ul style="list-style-type: none"> <li><a href="#">Hawaii Early Learning and Development Standards (HELDS)</a></li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li><a href="#">Hawaii Early Intervention-IFSP data APR Data by Program (see item 3ABC)</a></li> </ul>
Idaho	<ul style="list-style-type: none"> <li><a href="#">Idaho Early Learning eGuidelines</a></li> </ul>	N/A	N/A	
Illinois	<ul style="list-style-type: none"> <li><a href="#">Illinois Early Learning and Development Standards for Preschool/3 Years Old to Kindergarten Enrollment Age</a></li> </ul>	N/A	N/A	
Indiana	<ul style="list-style-type: none"> <li><a href="#">Head Start Early Learning Outcomes Framework for Indiana Infants and Toddlers</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow National Center</a></li> <li><a href="#">ASQ-3</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Indiana Project LAUNCH</a></li> </ul>	
Iowa	<ul style="list-style-type: none"> <li><a href="#">Iowa Early Learning Standards</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">1<sup>st</sup> Five</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>		
Kansas	<ul style="list-style-type: none"> <li><a href="#">Kansas Early Learning Standards</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow Kansas</a></li> <li>Parents Evaluation of Developmental Status (PEDS)</li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Kansas Project LAUNCH</a></li> </ul>	
Kentucky	<ul style="list-style-type: none"> <li><a href="#">Kentucky’s Early Childhood Standards</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow Kentucky</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	N/A	
Louisiana	<ul style="list-style-type: none"> <li><a href="#">Louisiana’s Birth to Five Early Learning and Development Standards</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li><a href="#">Louisiana LAUNCH</a></li> </ul>	

State	EC SE Benchmarks – Indicators – Frameworks – Early Learning Standards	Help Me Grow [Measures]	Project LAUNCH Information	Key links to other webpages/reports
Maine	<ul style="list-style-type: none"> <li>• <a href="#">Maine’s Early Learning and Development Standards</a></li> <li>• <a href="#">Supporting Maine’s Infants and Toddlers</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Help Me Grow National Center</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Maine Project LAUNCH</a></li> </ul>	
Maryland	<ul style="list-style-type: none"> <li>• <a href="#">Kindergarten Readiness Assessment Report</a></li> <li>• <a href="#">Social Foundations Framework (PreK-8<sup>th</sup> grade)</a></li> </ul>	N/A	N/A	
Massachusetts	<ul style="list-style-type: none"> <li>• <a href="#">Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning</a></li> <li>• <a href="#">Infant and Toddler Early Learning Guidelines</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li>• <a href="#">Massachusetts Project LAUNCH</a></li> </ul>	
Michigan	<ul style="list-style-type: none"> <li>• <a href="#">Early Childhood Standards of Quality for Prekindergarten</a></li> <li>• <a href="#">Social Emotional Health and Early Childhood Programs: Assessment &amp; Screening Tools</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Help Me Grow Michigan</a></li> <li>• <a href="#">ASQ-3, ASQ-SE</a></li> </ul>	N/A	
Minnesota	<ul style="list-style-type: none"> <li>• <a href="#">Early Childhood Indicators of Progress: Introduction to Social and Emotional Domain</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Help Me Grow Minnesota</a></li> <li>• <a href="#">ASQ-3, ASQ-SE</a></li> </ul>	N/A	
Mississippi	<ul style="list-style-type: none"> <li>• <a href="#">Mississippi Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Help Me Grow National Center</a></li> </ul>	N/A	
Missouri	<ul style="list-style-type: none"> <li>• <a href="#">Missouri Early Learning Goals: Birth through Kindergarten Entry</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Parent Link: University of Missouri</a></li> <li>• <a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Missouri Project LAUNCH</a></li> <li>• <a href="#">Boone County Project LAUNCH</a></li> </ul>	
Montana	<ul style="list-style-type: none"> <li>• <a href="#">Montana Early Learning Standards</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li>• <a href="#">Montana Tribes Project Launch</a></li> <li>• <a href="#">Montana Project LAUNCH</a></li> </ul>	

State	EC SE Benchmarks – Indicators – Frameworks – Early Learning Standards	Help Me Grow [Measures]	Project LAUNCH Information	Key links to other webpages/reports
Nebraska	<ul style="list-style-type: none"> <li>• <a href="#">Nebraska’s Birth to Five Learning and Development Standards</a></li> </ul>	N/A	N/A	
Nevada	<ul style="list-style-type: none"> <li>• <a href="#">Nevada Infant and Toddler Early Learning Guidelines</a></li> <li>• <a href="#">Nevada Pre-Kindergarten Standards</a></li> </ul>	N/A	N/A	
New Hampshire	<ul style="list-style-type: none"> <li>• <a href="#">New Hampshire Kindergarten Readiness Indicators</a></li> <li>• <a href="#">NH Early Learning Standards: Birth through Five</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li>• <a href="#">Project LAUNCH New Hampshire</a></li> </ul>	
New Jersey	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Birth to Three Early Learning Standards</a></li> <li>• <a href="#">New Jersey Preschool Teaching and Learning Standards</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Help Me Grow National Center</a></li> <li>• <a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Project LAUNCH</a></li> </ul>	
New Mexico	<ul style="list-style-type: none"> <li>• <a href="#">New Mexico Early Learning Guidelines: Birth through Kindergarten</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li>• <a href="#">New Mexico Tribe Project LAUNCH</a></li> </ul>	
New York	<ul style="list-style-type: none"> <li>• <a href="#">The New York State PreKindergarten Learning Standards</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Help Me Grow New York</a></li> <li>• <a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">New York City Project LAUNCH</a></li> </ul>	
North Carolina	<ul style="list-style-type: none"> <li>• <a href="#">North Carolina Early Learning and Development Progressions: Birth to Five</a></li> <li>• <a href="#">North Carolina Foundations for Early Learning and Development</a></li> <li>• <a href="#">Early Childhood Action Plan</a></li> <li>• <a href="#">Goal 7: Social-Emotional Health and Resilience</a></li> </ul>	N/A	N/A	
North Dakota	<ul style="list-style-type: none"> <li>• <a href="#">Birth to 3 Early Learning Guidelines</a></li> <li>• <a href="#">Ages 3 to 5 Early Learning Guidelines</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li>• <a href="#">Standing Rock Project LAUNCH</a></li> </ul>	
Ohio	<ul style="list-style-type: none"> <li>• <a href="#">Ohio’s New Early Learning Standards: Kindergarten through Grade 3</a></li> <li>• <a href="#">Ohio’s Early Learning and Development Standards: Birth to Kindergarten Entry</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li>• <a href="#">Statewide Social and Emotional Learning Survey</a></li> </ul>	

State	EC SE Benchmarks – Indicators – Frameworks – Early Learning Standards	Help Me Grow [Measures]	Project LAUNCH Information	Key links to other webpages/reports
	<ul style="list-style-type: none"> <li><a href="#">Ohio’s K-12 Social and Emotional Learning Standards</a></li> </ul>			
Oklahoma	<ul style="list-style-type: none"> <li><a href="#">Oklahoma Early Learning Guidelines for Children Ages Three through Five</a></li> <li><a href="#">Oklahoma Early Learning Guidelines for Infants, Toddlers, and Twos (Ages Birth Through 36 months)</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow National Center</a></li> <li><a href="#">ASQ-3</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Oklahoma Project LAUNCH</a></li> <li><a href="#">Oklahoma Tribe Project LAUNCH</a></li> <li><a href="#">Oklahoma Tribe Project LAUNCH</a></li> </ul>	
Oregon	<ul style="list-style-type: none"> <li><a href="#">Oregon’s Early Learning and Kindergarten Guidelines</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow National Center</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Oregon Project LAUNCH</a></li> </ul>	
Pennsylvania	<ul style="list-style-type: none"> <li><a href="#">Pennsylvania Learning Standards for Early Childhood: Infants-Toddlers</a></li> <li><a href="#">Pennsylvania Learning Standards for Early Childhood: Pre-Kindergarten</a></li> <li><a href="#">Pennsylvania Learning Standards for Early Childhood: Kindergarten</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li><a href="#">Pennsylvania Project LAUNCH</a></li> </ul>	
Rhode Island	<ul style="list-style-type: none"> <li><a href="#">RI Early Learning &amp; Development Standards</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li><a href="#">Rhode Island Project LAUNCH</a></li> </ul>	
South Carolina	<ul style="list-style-type: none"> <li><a href="#">South Carolina Early Learning Standards</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow South Carolina</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	N/A	
South Dakota	<ul style="list-style-type: none"> <li><a href="#">South Dakota Early Learning Guidelines</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li><a href="#">Standing Rock Project LAUNCH</a></li> </ul>	
Tennessee	<ul style="list-style-type: none"> <li><a href="#">Tennessee Early Learning Development Standards</a></li> <li><a href="#">Revised Tennessee Early Learning Development Standards</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li><a href="#">Tennessee Project LAUNCH</a></li> </ul>	
Texas	<ul style="list-style-type: none"> <li><a href="#">Texas PreKindergarten Guidelines</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li><a href="#">Texas Project LAUNCH</a></li> <li><a href="#">El Paso Project LAUNCH</a></li> </ul>	
Utah	<ul style="list-style-type: none"> <li><a href="#">Utah’s Early Childhood Core Standards with Teaching Strategies &amp; Activities</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow Utah</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	N/A	

State	EC SE Benchmarks – Indicators – Frameworks – Early Learning Standards	Help Me Grow [Measures]	Project LAUNCH Information	Key links to other webpages/reports
Vermont	<ul style="list-style-type: none"> <li><a href="#">Vermont Early Learning Standards</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow Vermont</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Project LAUNCH Vermont</a></li> </ul>	
Virginia	<ul style="list-style-type: none"> <li><a href="#">Virginia’s Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds</a></li> </ul>	N/A	N/A	
Washington	<ul style="list-style-type: none"> <li><a href="#">Washington State Early Learning and Development Guidelines Birth through 3rd Grade</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow Washington</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Washington Project LAUNCH</a></li> </ul>	
West Virginia	<ul style="list-style-type: none"> <li><a href="#">Early Learning Standards Framework Guidebook</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow West Virginia</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">West Virginia Project LAUNCH</a></li> </ul>	
Wisconsin	<ul style="list-style-type: none"> <li><a href="#">Wisconsin Model Early Learning Standards</a></li> </ul>	N/A	N/A	
Wyoming	<ul style="list-style-type: none"> <li><a href="#">Wyoming Early Learning Foundations For Children Ages 3-5</a></li> <li><a href="#">Wyoming Early Learning Guidelines For Children Ages 0-3</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Help Me Grow National Center</a></li> <li><a href="#">ASQ-3, ASQ-SE</a></li> </ul>	N/A	
Puerto Rico	N/A	N/A	<ul style="list-style-type: none"> <li><a href="#">Puerto Rico Project LAUNCH</a></li> </ul>	
Guam	<ul style="list-style-type: none"> <li><a href="#">Guam Early Learning Guidelines for Ages Three to Five</a></li> </ul>	N/A	<ul style="list-style-type: none"> <li><a href="#">Guam Project LAUNCH</a></li> </ul>	
American Samoa	N/A	N/A	N/A	
Northern Marianas Islands	N/A	N/A	N/A	

## Appendix B: Measuring Early Childhood Social-Emotional Health Contact List

Name	Title	Affiliation/Organization	Email	Phone	Why they were referred
<b>COMPLETED INTERVIEWS</b>					
Christina Bethell	Professor	Johns Hopkins University - Bloomberg School of Public Health	<a href="mailto:cbethell@jhu.edu">cbethell@jhu.edu</a>	443-287-5092	Works with NSCH data; developed a flourishing metric for ages 6-17
Elena Rivera	Senior Health Policy and Program Advisor	Oregon's Children Institute	<a href="mailto:elena@childinst.org">elena@childinst.org</a>	503.219.9034	Is putting incentives into managed care contracts for activities that improve kids' SE health; leading state-level efforts to construct a set of early childhood metrics that have health sector buy-in
Jordana Ash	Director of Strategic Partnerships Children and Adolescents	Hemera	<a href="mailto:jordana@hemeraregnant.org">jordana@hemeraregnant.org</a>	1.720.235.0288 x 108	<i>Risk Reach and Resources</i> report has unweighted composite of 9 risk indicators; formerly worked for CO in early childhood mental health
Valerie Stewart & Austin Phillips	Metrics Manager; Behavioral Health Metrics Coordinator	Dept. of Human Services	<a href="mailto:VALERIE.T.STEWART@dhsoba.state.or.us">VALERIE.T.STEWART@dhsoba.state.or.us</a> <a href="mailto:AUSTIN.G.PHILLIPS@dhsoba.state.or.us">AUSTIN.G.PHILLIPS@dhsoba.state.or.us</a>	Valerie 971-673-2937 Austin - 503.580.1119	Involved with Oregon's work with Aligning Early Childhood and Medicaid project looking at socio-emotional health
Breena Holmes & Laurin Kasehagen	Executive Director; Senior Maternal and Child Health (MCH) Epidemiologist	Division of Vermont Maternal and Child Health; CDC/Vermont Departments of Health & Mental Health	<a href="mailto:breena.holmes@vermont.gov">breena.holmes@vermont.gov</a> <a href="mailto:Laurin.Kasehagen@partner.vermont.gov">Laurin.Kasehagen@partner.vermont.gov</a>	Breena (802) 656-8210 ; Laurin (802) 863-7288	Using NSCH H&RTL measure
Colleen Murphy	Vice President of Navigator Work	Ounce of Prevention (formerly NICHQ)	<a href="mailto:cmurphy@ounceofprevention.org">cmurphy@ounceofprevention.org</a>	(cell) 801-390-7217 (direct) 312-348-4002 (main) 312.922.3863	Knowledgeable about NICHQ PSPC report and other important models for socio-emotional health data collection
<b>ADDITIONAL RECOMMENDED CONTACTS FOR FUTURE RESEARCH</b>					
Carrie Hanlon	Policy Director	National Academy for State Health Policy (NASHP)	<a href="mailto:chanlon@nashp.org">chanlon@nashp.org</a>	202-903-0101	State work on separate CPT codes for SE screening or other

Name	Title	Affiliation/Organization	Email	Phone	Why they were referred
					ways people are tracking this info
Cristina Pacione-Zayas	Director of Policy	Erikson Institute, Illinois	<a href="mailto:PacioneZayas@erikson.edu">PacioneZayas@erikson.edu</a>	312-755-2250	Piloting of the Early Development Instrument (EDI) in communities for past 3 years; EDI is population measure of five domains: physical health and well-being, social competence, emotional maturity, language/cognitive development, and communication skills
Eileen Yamada	Public Health Medical Officer, MCAH Division	Maternal, Child, and Adolescent Health (MCAH) division of the California Dept. of Public Health	<a href="mailto:Eileen.yamada@cdph.ca.gov">Eileen.yamada@cdph.ca.gov</a>	650-721-6540	Interested in using flourishing metric
Martha Welch	Director	Columbia Nurture Science Program	<a href="mailto:nurturescience@cumc.columbia.edu">nurturescience@cumc.columbia.edu</a>	212-342-4400	Welch Emotional Connection Screen (WECS)
Merrill Gay	Executive Director, CT Early Childhood Alliance	Hartford Foundation for Public Giving	<a href="mailto:merrill@earlychildhoodalliance.com">merrill@earlychildhoodalliance.com</a>	(860) 819-3647	Also promoted use of EDI (see above)
Kathy Kubo	Early Intervention Section	Department of Health (Hawaii)	<a href="mailto:kathy.kubo@doh.hawaii.gov">kathy.kubo@doh.hawaii.gov</a>	(808) 594-0024	Identified through webscan; Appear to have state level social-emotional health data. See web-scan above for more data
<b>NEW REFERRALS STEMMING FROM COMPLETED INTERVIEWS</b>					
Stephanie Doyle		Pediatric Support for Parents (PSP) strategic initiative			PSP member who can connect us to others on the topic of starting a learning community around payments (how to get the money to support SEH screening); Works with Jana (?) Cohen Ross

<b>Name</b>	<b>Title</b>	<b>Affiliation/Organization</b>	<b>Email</b>	<b>Phone</b>	<b>Why they were referred</b>
Erin Cornell	National Level	Help Me Grow			"Bahn" is their "data person"
Barbara Levitt	State level	Help Me Grow - Utah; Utah County United Way			Good for statewide initiatives
Deena Lieser & Kyle Perpinski		HRSA			Contact for ECCS & MIECHV; ask about developmental screening tools and reporting
Katie Beckman & Ira Hillman		Packard Foundation Einhorn Family Trust			Have insights into the PSP strategy
David Willis		Center for the Study of Social Policy (CSSP)			Early childhood relational health; (used to be with HRSA and MIECHV programs, but now with CSSP)