

A. Proxy Measures for Children's Social-Emotional Health--Process Measures

Common Indicators/Measures	Pathways Measure
Child Screening, Assessment & Referrals	
1. Percentage of children who have been screened for social-emotional problems (using a research-informed tool)	27. Percent of children screened for social-emotional needs, identified with socialemotional needs, referred for behavioral health services and receiving behavioral health services.
2. Percentage of all children with a developmental screen that indicates social-emotional difficulties who are referred for comprehensive assessment	
3. Percentage of children referred for a comprehensive assessment who receive the assessment	
4. Percentage of children with an assessment that identified a need for services related to social-emotional difficulties who received those services (e.g., IEP, home visits, 504 plan, Early Intervention-Part C)	
5. Percentage of early education programs screening young children for social-emotional problems	
6. Percentage of parents or other primary caregivers who were asked if they have any concerns regarding their child's development, behavior, or learning	
Adult Screening & Referrals	
7. Percentage of parents or primary caregivers who receive prenatal and/or early childhood screening for parental depression	28. Percent of parents screened for depression at well-child visits, identified with depression, referred for services, and receive services for depression..
8. Percentage of parents or primary caregivers who screen positive for parental depression who are referred for mental health services	
9. Percentage of parents or primary caregivers who are referred for services for parental depression who receive mental health services	
10. Percentage of providers making referrals for families to services (e.g., related to parental stress, depression, trauma, substance abuse)	29. Percent of parents with access to mental health, domestic violence and substance abuse services.
Mental Health Consultation	
11. Percentage of children and families in programs that offer early childhood mental health consultation (ECMHC)	

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Trauma-Informed Care	
12. Percentage of providers trained in trauma-informed care	30. Percent of teachers who receive professional development on children's mental health, incl. trauma
13. Percentage of children who receive screening for trauma	
14. Of children who screen positive for trauma, percentage referred for trauma services	
15. Of children who are referred for evidence-based/evidence-informed trauma treatment, percentage who receive services for trauma	
16. Percentage of parents or primary caregivers who receive screening for trauma	
17. Of parents or primary caregivers who screen positive for trauma, percentage referred for trauma services	
18. Of parents or primary caregivers who are referred, percentage who receive services for trauma	
Discipline	
19. Percentage of child care programs with supportive discipline or expulsion prevention policies	31. Percent of early care and education programs and schools integrating social-emotional strategies
20. Percentage of programs with policies prohibiting the use of corporal punishment, restraint, or seclusion	
Workforce Qualification	
21. Percentage of providers with a bachelor's degree and/or specialized training in early childhood development	32. Percent of birth-through-age-eight early childhood teachers and administrators with post-secondary early childhood education, by degree (associate, bachelor's)
	33. Percent of birth-through-age-eight early childhood teachers and administrators with early childhood/child development-specific knowledge and competencies.
22. Percentage of providers who receive training in cultural influences on early childhood social and emotional development.	34. Percent of teachers working with special populations, including English language learners and children with disabilities, who receive specific training/coaching for these populations.

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Policies/Systems Change	
23. Percentage of programs with written policies to support early childhood workforce development related to social and emotional development and well-being	
24. State or tribe has developed early learning standards for the social emotional development of young children	
25. State/tribal policy and/or finance mechanism requiring social-emotional screening in early childhood education programs throughout the state, across a tribal community, or across both state and tribal communities	
26. Percentage of programs with written policies to improve access for underserved racial and ethnic populations to services that promote social and emotional well-being for children and their families	
Other relevant Pathways Measures	
	35. Percent of children with health insurance
	36. Percent of parents with health insurance
	37. Percent of families screened for poverty at well-child visits

References

1. **Project Launch and Child Trends Common Indicators for Early Childhood Social and Emotional Well-Being (2018):**

<https://www.childtrends.org/project/common-indicators-of-social-emotional-well-being-in-early-childhood>

2. **NICHQ Metrics for Early Childhood Systems: A National Scan (2018):** <https://www.nichq.org/resource/metrics-early-childhood-systems-national-scan>

3. **Pathways Measures of Success Framework:** https://files.buildthefoundation.org/wp-content/uploads/2018/03/Measures-of-Success-Framework_FINAL.pdf