

Kansas Children's Cabinet & Trust Fund
Early Childhood Comprehensive Systems Planning
Data Indicators

For all measurements, collect the most recent 3-5 years (subject to data availability).

FAMILY

Influences on Readiness

GOAL: Children live in safe and stable families that support learning.

Available	Measure	Data source	Definition	Web Site
Indicator: Mothers receive adequate prenatal care.				
Y	% of mothers who adequately utilize prenatal care	KDHE(?)	Births with Adequate Prenatal Care is the percentage of births in the last calendar year that are to women who received adequate prenatal care, based on the Adequacy of Prenatal Care Utilization (APCU) Index.2	
Y	% of infants born to pregnant women receiving prenatal care beginning in the first trimester	KDHE	The rate of women receiving prenatal care in the first three months of pregnancy per 1,000 pregnancies.	www.connectks.org
Indicator: Mothers are high school graduates or above.				
Y Inverse	% of babies born to mothers who are high school graduates	KDHE	Inverse: The rate of live births to mothers who have not completed high school per 1,000 women.	www.connectks.org
Indicator: Children live in homes free of violence.				
Y	# of children per 1,000 child population where charge of abuse substantiated/reported	SRS/US Census	Substantiated Child Abuse and Neglect is the number of cases substantiated upon investigation of child abuse/neglect (child protective services worker determines that abuse or neglect occurred) per 1,00 children and youth under age 18.	www.kac.org
N	Rate of domestic violence	KBI		
N	Rate of intentional injury (B — 5years)	KDHE (?)		
Indicator: Children live in families that can afford basic necessities.				
Y Inverse	% of children living in families making 200% of poverty.	US Census data (every 10 years)	Inverse: An estimate of the percentage of children under age 18 who live in families with incomes below the U.S. poverty threshold as defined by the U.S. Office of Management and Budget. The estimates are based on the U.S. Census Bureau's 1999 Small Area Income and Poverty Estimates (SAIPE).	www.kac.org

COMMUNITY
Influences on Readiness

GOAL: Children live in safe and stable communities that support learning, health, and family services.

Available	Measure:	Data source:	Definition	Web
Indicator: Early childhood programs are high quality.				
N	% of teachers with a CDA, teacher license, or degree in early childhood	KSDE, KACCRRA	% of teachers with a CDA (Child Development Associate credential), teacher license, or degree in early childhood Total number of providers with college degrees: associate's; bachelors; masters or higher	
N?	Annual turnover rate of center staff	KACCRRA Head Start	Annual provider turnover rate	
?	Licensed & registered family home providers: ratio of openings to total per year			
?	Licensed & registered family home providers: ratio of closing to total per year			
N	% of programs rated as high quality	ECERS(_4 or above); ITERS (_ or above); FDCRS (_ or above)	% of programs rated as high quality	
			Total number of centers that are: A) licensed; B) registered C) pre-accredited; D) accredited	
			Total number of early child care providers by: home/family; center; and preschool	
Indicator: Early childhood programs are available:				
Y	Child care capacity	KDHE	The child care capacity for children under the age of 13 including the number of registered daycare homes, licensed daycare homes, group daycare homes, and child care centers per 100 children under the age of 13.	www.connectks.org
Y?	Preschool capacity	KDHE	The number of licensed preschools for children ages 30 months through five years.	
Y?	% of eligible children served by Early Head Start	Head Start	Early Head Start Participation is the number of Early Head Start enrollment slots divided by the estimated number of children ages birth to four living in families with incomes below the U.S. poverty threshold. Rates are expressed as percentages.	
Y?	% of eligible children served by Head Start	Head Start	Head Start Participation is the number of Head Start enrollment slots divided by the estimated number of children ages three to five living in families with incomes below the U.S. poverty threshold. Rates are expressed as percentages.	
N	% of elementary schools that have early childhood programs	KSDE	NOT DEFINED (specify "early childhood programs")	
Indicator: Early childhood programs are affordable.				
N	% of median monthly income used for infant/toddler care	KACCRRA	Average salary for all providers by: home/family; center; AND preschool.	
N	% of median monthly income used for preschool child care	KACCRRA	Average salary for providers with: A) CDA; B) associate's; C) bachelor's; D) master's or higher.	
Indicator: Children have regular access to health services.				

N	% of children with a primary health care provider	KDHE		
N	% of 3 rd graders who have received sealants on at least one permanent molar	KDHE		
N	% of children without health insurance	KDHE	Statistical Abstract reports for State	
N	# of mental health programs in communities	?? Developmental Indicator—data needs to be collected	Define “mental health center” and “community”.	
Indicator: Children live in safe and stable communities.				
N	Rate of crimes against property	KBI	Rate per 1,000 population of crimes against property	
N	Rate of crimes against persons	KBI	Rate per 1,000 population of crimes against persons	
N	% of school-aged children in grades K-6 who participate in licensed and regulated school-aged programs	KDHE		

SCHOOL
Influences on Readiness

GOAL: Children attend schools that maximize learning.

Available	Measure:	Data source:	Definition	Web
?	Average teacher/child ratio in K-3 classrooms.	KSDE(?)		
?	% of schools with a nurse:student ratio less than or equal to 1:750.	KDHE/KSDE(?)		
?	% of schools that provide all-day kindergarten	KSDE		
?	% of first year teachers who leave the profession	KSDE(?)		
Indicator: Teachers provide high quality classroom learning environments.				
?	% of primary grade teachers with early childhood licensure or endorsement	KSDE		
N	% of primary grade classrooms rated as high quality	APEEC (level 5 or above) Quality Standards (demonstrates or above)		
Indicator: Schools have strong relationships with families and communities.				
N	% of school districts passing bond issues on first vote	KSDE		
N	% of parents attending parent-teacher conferences in elementary schools	School survey		
N	% of schools with formal transition plans between early childhood settings and kindergarten	KACCRRRA, Head Start		

CHILDREN
Indications of Readiness

GOAL: Children are prepared to succeed in school.

Available	Measure	Data source	Definition	Web Site
Indicator: Children are physically healthy.				
N	% of kindergartners with up-to-date immunizations at age 2	KDHE		
N	% of children who are above appropriate BMI for age			
N	% of children who receive services as a result of hearing screening			
N	% of children who receive services as a result of vision screening			
Indicator: Children demonstrate motor development appropriate to age and ability.				
N	% of children who demonstrate fine motor skills appropriate to age and ability.	Teacher observation/ Check list		
N	% of children who demonstrate gross motor skills appropriate to age and ability.	Teacher observation/ Check list		
Indicator: Children have the social/emotional competencies to succeed in school.				
N	% of children who appropriately control their impulses	Teacher observation/ Check list		
N	% of children who use words appropriately to resolve conflict	Teacher observation/ Check list		
N	% of children who appropriately function in group activities	Teacher observation/ Check list		
N	% of children who appropriately establish and maintain relationships with peers and adults	Teacher observation/ Check list		
Indicator: Children have the communication and literacy skills to succeed in school.				
N	% of children who are able to communicate ideas, interest, and understandings.	Teacher observation/ Check list		
N	% of children who demonstrate phonemic awareness	Teacher observation/ Check list		
N	% of children who can retell a story that is read or told to them	Teacher observation/ Check list		
N	% of children who use age appropriate/developmentally appropriate 'writing' to communicate ideas	Teacher observation/ Check list		
Indicator: Children are eager to participate in the learning process				
N	% of children who solve problems appropriately	Teacher observation/ Check list		
N	% of children who show persistence in completing a task	Teacher observation/ Check list		
N	% of children who approach tasks with inventiveness and flexibility	Teacher observation/ Check list		