

## What is a Community Dashboard?

An information management tool to align local residents and stakeholders from government, school districts, nonprofit service providers, foundations, and businesses around life outcomes to reduce disparities in a geographic area. Community dashboards are used to track and analyze data to inform policy and resource decisions, identify service gaps, monitor progress, and reinforce alignment and accountability.

## What is the Community Dashboard Development Tool?

The Community Dashboard Development Tool supports local initiatives developing or improving their own Community Dashboard. The tool includes:

- **Life outcomes** across all life stages that are fundamental for an individual and their family to live healthy, stable, and comfortable lives
- **Measures and indicators** to choose from that can be tracked to measure progress for a particular life outcome stage
- **Public sources of data** for each measure and indicator, as well as descriptions of the accessibility and level of disaggregation for each source
- **Examples of how local initiatives** use a specific measure and indicator
- **Evidence** from secondary research that supports why a particular measure supports a life outcome

## Who is this tool for?

This tool was created for new and existing place-based, cross-sector initiatives that are:

- Focused on a specific geographic area (i.e. county, city, neighborhood)
- Working to reduce disparities in life outcomes based on race and/or geography within specific life stage(s) from birth to end of life (i.e. stable housing, healthy births, third-grade reading proficiency)

## How do I use this tool?

This tool can be used to:

- **Identify a common goal** shared among initiative stakeholders. This tool can be used to help initiatives select which specific life outcomes, measures, and indicators are most relevant for their community to focus on
- **Build alignment** among different local stakeholders, residents, and resources towards a common goal
- **Visualize vital connections** and interdependencies among life outcomes across life stages, and among different influencers of life outcomes (e.g., basic needs; physical, mental, and social-emotional health; education and intergenerational economic mobility)
- **Explore examples** of other existing initiatives who are also focused on improving and tracking progress within each life outcome
- **Understand the availability of public indicator data** in order to make decisions about which indicator(s) to track, and what resources and tools are needed to gather data on selected indicator(s)
- **Find research and evidence** for each measure and indicator listed in the tool

## Community Dashboard Development Tool

A tool for place-based, cross-sector initiatives to align and measure progress towards meeting basic needs and closing disparities in life outcomes based on race, gender, and geography from cradle to end-of-life

		Life Stages							
		Prenatal	Infancy	Toddlerhood	Childhood	Adolescence	Young Adulthood	Middle Adulthood	Senior Years
<b>Education &amp; Intergenerational Economic Mobility</b>  Economic mobility refers to the ability for an individual to improve their economic wellbeing over time, and for a family over generations. This improvement in economic wellbeing is closely linked to physical and mental health, educational opportunity, and more available choices for individuals and families. In the U.S., education plays a critical intergenerational role in improving economic wellbeing for an individual, as well as for their children. However, there are deeply rooted inequities that ease or inhibit an individual's achievement of upward economic mobility, such as their race, where they were born, and their gender.	<b>Outcome</b> Child's on-track progression to begin formal education	<b>Outcome</b> Child's on-track progression from entering kindergarten through primary & secondary education			<b>Outcome</b> Individual or household economic mobility		<b>Outcome</b> Aging with financial security		
	<b>Child-Focused Measures</b>					<b>Adult-Focused Measures</b>			
	See <i>Physical, Mental, and Social-Emotional Health child-focused measures for toddlerhood below</i>  Identifying measures and indicators that experts and secondary research support				<b>Measures</b> A) <a href="#">Kindergarten readiness</a> (hyperlink) B) 3rd grade-level reading proficiency C) 3rd grade-level math proficiency  Considering other measures and indicators that experts and secondary research support	<b>Measures</b> A) 8th grade-level reading proficiency B) 8th grade-level math proficiency C) High school completion  Considering other measures and indicators that experts and secondary research support	<b>Measure</b> Completion of post-secondary education or training program  Considering other measures and indicators that experts and secondary research support	<b>Measure</b> Residents earning at or above the living wage based on location and household size  Considering other measures and indicators that experts and secondary research support	Identifying measures and indicators that experts and secondary research support
	<b>Parent/Caregiver-Focused Measures</b>					<b>Measures</b> A) Parental/caregiver completion of post-secondary education or training program B) Parents/caregivers earning at or above the living wage based on location and household size  Considering other measures and indicators that experts and secondary research support			
<b>Physical, Mental, and Social-Emotional Health</b>  The physical health, mental health, and social-emotional health of an individual are interdependent. Together, they lay the foundation for an individual's wellbeing and ability to fully engage with life.	<b>Outcome</b> Healthy pregnancy and birth	<b>Outcome</b> On-track social-emotional, language/communication, mental, and physical development				<b>Outcome</b> Social-emotional, mental, and physical health		<b>Outcome</b> Healthy aging	
	<b>Child-Focused Measures</b>					<b>Adult-Focused Measures</b>			
	<b>Measure</b> Healthy births  Considering other measures and indicators that experts and secondary research support	Identifying measures and indicators that experts and secondary research support	Identifying measures and indicators that experts and secondary research support	Identifying measures and indicators that experts and secondary research support	Identifying measures and indicators that experts and secondary research support	Identifying measures and indicators that experts and secondary research support	Identifying measures and indicators that experts and secondary research support	<b>Measure</b> Average life expectancy  Considering other measures and indicators that experts and secondary research support	Identifying measures and indicators that experts and secondary research support
	<b>Parent/Caregiver-Focused Measures</b>					Identifying measures and indicators that experts and secondary research support			
<b>Basic Needs</b>  Achievement of any life outcome depends on basic needs being met: Food, clothing, housing, transportation, physical & mental healthcare, and childcare.	<b>Outcome</b> Household basic needs are met, laying the foundation for lifelong stability and wellness								
	Identifying measures and indicators that experts and secondary research support related to social safety nets and other basic needs services								

**Measure**

Kindergarten readiness



**Outcome**

Child's on-track progression from entering kindergarten through primary & secondary education

**Indicators of this measure**

- % of 3- and 4-year-olds attending preschool, disaggregated by race, gender, and geography
- % of children assessed as ready for kindergarten, disaggregated by race, gender, and geography

**Status of publicly available sources of indicator data**

For each indicator, the table below provides information on its Level of Adoption, examples of initiatives focused on the respective indicator, public source(s) of indicator data, the geographic detail at which indicator data is available, and whether or not the data is disaggregated by race and/or gender. Data availability has a significant impact on the time and cost initiatives incur when tracking an indicator; when initiatives select which indicators to measure, it is important to consider what indicator data is available to them.

The Level of Adoption describes the current state of use and reporting of data on each indicator. Levels are defined as:

**Minimal.** There is little agreement among experts on use of this indicator to track outcome progress. Private resources will be needed to measure and track data on this indicator.

**Limited.** Indicator is in an early stage of adoption. There is some agreement among experts on use of this indicator to track outcome progress. There are a limited number of states that are measuring and reporting this indicator's data; depending on the state, private resources may be needed to measure and track data on this indicator.

**Intermediate.** Indicator is in an intermediate state of adoption. There is much agreement among experts on use of this indicator to track outcome progress. Some states measure and report this indicator's data; depending on the state, private resources may be needed to disaggregate the data further by race, geography (e.g., by city, county), and gender.

**Broad.** Indicator is broadly adopted. There is general agreement among experts on use of this indicator to track outcome progress. Many states measure and report this indicator's data; depending on the state, private resources may be needed to disaggregate the data further by race, geography (e.g., by city, county), and gender.

Indicator	Level of Adoption	Example Initiatives	Data source	City-level data	Disaggregated by race	Disaggregated by gender	County-level data	Disaggregated by race	Disaggregated by gender	State-level data	Disaggregated by race	Disaggregated by gender	Update frequency	Most recent year available
% of 3- and 4-year-olds attending preschool, disaggregated by race, gender, and geography	Broad	<a href="#">Graduate Tacoma</a> in Tacoma, Washington	<a href="#">Kids Count Data Center</a>	Varies by state	Varies by state	Varies by state	Varies by state	Varies by state	Varies by state	Yes	Varies by state	Varies by state	Annual	Varies by state
% of children assessed as ready for kindergarten, disaggregated by race, gender, and geography	Limited	<a href="#">KConnect</a> in Kent County, Michigan	Public availability of kindergarten readiness assessment data varies by state. <a href="#">This table outlines the use of kindergarten readiness assessments by state</a> (National Institute for Early Education Research, 2020). <a href="#">Definitions of kindergarten readiness by state are listed in this spreadsheet</a> (Regional Educational Laboratory Program, 2017).											

**Why focus on kindergarten readiness?**

Kindergarten readiness heavily impacts a child's later academic success, workforce participation, and physical, mental, and social-emotional health. Society more broadly is also affected by kindergarten readiness; for example, lack of preparation for early education is linked to increases in high school dropout rates, which is associated with an increased risk of poverty, depression, underemployment, and criminal behavior. (For more evidence for and information on this measure, please see the list of secondary research sources below.)

Kindergarten readiness results from a combination of conditions shared among children, families, schools, and communities:

- For children, readiness means being prepared in key dimensions of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning).
- For families, it means an understanding of their children's current level of development and how to encourage them, as well as a supportive partnership with the school and an understanding of the school system their children will enter.
- For schools, it means providing a welcoming and accepting environment for all children and having professional educators who consistently advance student growth and achievement while working in partnership with families.
- For communities, it means supporting schools, families, and valuing the critical role of early learning.

Preschool is one key method of promoting kindergarten readiness. Research suggests that preschool graduates enjoy both short-term and long-term benefits, including improved academic and school readiness, higher graduation rates, lower incarceration rates, and better health.

Kindergarten readiness assessments (KRAs) are another method of promoting kindergarten readiness. KRAs are developmentally appropriate assessment tools designed to measure school readiness of incoming kindergartners across a number of domains (e.g., social and behavioral readiness, math, language and literacy, physical wellbeing and motor development). KRAs can benefit children by identifying their strengths and challenges and informing instruction, assisting teachers with rich information to help them differentiate instruction and address learning gaps, informing families about their child's strengths and abilities, providing school leaders and early childhood specialists with information to target professional development and transition practices, and helping community leaders and policy makers to make informed programmatic, policy, and funding decisions.

## Secondary research sources

Below are secondary research sources that detail how this measure drives progress towards the outcome:

- 1 [Fitzpatrick, C., Boers, E., & Pagani, L. S. \(2020\). Kindergarten Readiness, Later Health, and Social Costs. \*Pediatrics\*, 146\(6\). <https://doi.org/10.1542/peds.2020-0978>](https://doi.org/10.1542/peds.2020-0978)
- 2 [Williams, P. G., & Lemer, M. A. \(2019\). School Readiness. \*Pediatrics\*, 144\(2\). <https://doi.org/10.1542/peds.2019-1766>](https://doi.org/10.1542/peds.2019-1766)
- 3 [Bettencourt, A., Gross, D., & Ho, G. \(2016\). \(rep.\) The Costly Consequences of Not Being Socially and Behaviorally Ready by Kindergarten: Associations with Grade Retention, Receipt of Academic Support Services, and Suspensions/Expulsions. Baltimore, MD: Baltimore Education Research Consortium.](#)