



Metric Deep Dive for Administration

This document offers additional details about how to measure the STEP Forward with Data metrics, organized by each essential question associated with the Administration step of the Framework (Questions 17-20). This metric deep dive allows preschool systems leaders to take concrete steps toward measuring the metrics through recommended metrics and suggested measurements for each metric, including the level collected (i.e., child, family, program site, program, workforce, or system) and example data sources (i.e., administrator documentation, administrative data, program documentation or survey item, community family survey items, preschool family survey items, and/or workforce member survey items). For more detailed information, see [System Transformation for Equitable Preschools \(STEP Forward with Data\) Framework](#).

Question 17. Are families from focal populations and workforce members engaged in shared leadership?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of preschool systems leadership and management that identify as members of focal populations.	The number of members serving on leadership and management teams who identify as members of focal populations divided by the total number of members on the teams.	System	Administrator documentation: Administrative records of leadership and management team members (e.g., advisory councils, committees).
Percentage of families from focal populations who report that they are consulted, involved, or collaborated with—or that they are a co-creator in systems-level changes, policies, or programmatic decisions.	The number of families from focal populations who report that they are consulted, involved, or collaborated with—or that they are a co-creator in systems-level changes, policies, or programmatic decisions—divided by the total number of families from focal populations.	Family	Preschool family survey item: Sample question asking whether families feel like they are consulted, involved, collaborated with, or co-creators in systems-level changes, policies, or programmatic decisions.
Percentage of workforce members from focal populations who report that they are consulted, involved, collaborated with, or a co-creator.	The number of workforce members from focal populations who report that they are consulted, involved, collaborated with, or a co-creator in the preschool system divided by the total number of workforce members from focal populations.	Workforce	Workforce member survey item: Sample question asking whether families feel like they are consulted, involved, collaborated with, or co-creators.

Question 18. Are there funding mechanisms to support equitable experiences for children, families, and workforce members?

Metric	Suggested Measurement	Level Collected	Example Data Sources
Percentage of system-level funding allocated to equity-focused activities for children, families, and/or workforce members from focal populations.	The amount of funding allocated for equity-focused activities spent by the system divided by the total amount of funding for the preschool system.	System	Administrative data: Budget records across preschool programs with a line item or earmark for equity-focused activities as defined by the system. Administrator documentation: Administrative records or documentation that describes funding policies.
Percentage of programs that have a funding mechanism for allocating funds to be spent on identified needs for children, families, and workforce members from focal populations.	The number of programs that have a mechanism for allocating funds to be spent on identified needs for those from focal populations divided by the total number of programs in the preschool system.	Program	Administrative data: Budget records across preschool programs with a line item or earmark for identified needs. Administrator documentation: Administrative records or documentation that describes funding policies.

Question 19. Is there system-level guidance for how to support equitable experiences for children, families, and workforce members?

Metric	Suggested Measurement	Level Collected	Example Data Sources
Preschool system provides guidance on early learning standards, including on how to uniquely support children and families from diverse backgrounds (including those from focal populations).	Whether (yes/no) the preschool administration has early learning standards on how to support children and families from diverse backgrounds that is made available to all preschool programs.	System	Administrator documentation: Early learning standards.
Preschool system provides guidance on the types of culturally responsive curricula that represent, reflect, and uniquely support children and families from focal populations.	Whether (yes/no) the preschool administration provides guidance on selecting culturally responsive curricula as an option for programs that is made available to all preschool programs.	System	Administrator documentation: Curricula selection guide.
Preschool system provides guidance or training on recommended culturally responsive assessments/ screenings that represent, reflect, and uniquely support children and families from focal populations.	Whether (yes/no) the preschool administration has written guidance or training on culturally responsive assessments/ screenings that represent, reflect, and uniquely support children and families from diverse backgrounds, including those from focal populations.	System	Administrator documentation: Assessment/screenings selection guide, content from system-provided assessment/screening trainings.

Metric	Suggested Measurement	Level Collected	Example Data Sources
Preschool system provides guidance on professional development activities that represent, reflect, and uniquely support workforce members from diverse backgrounds, including those from focal populations.	Whether (yes/no) the preschool administration has written guidance about recommended professional development activities to support workforce members that is made available to all preschool programs.	System	Administrator documentation: Professional development policies or catalog of approved professional development opportunities, workforce registries.
Preschool system provides guidance or training on quality monitoring tools for classroom environment and/or child-adult interactions that represent, reflect, and uniquely support children and families from diverse backgrounds, including those from focal populations.	Whether (yes/no) the preschool administration has written guidance or training about quality monitoring tools for classroom environment and/or child-adult interactions that is made available to all preschool programs.	System	Administrator documentation: Quality monitoring tools selection guide, content (e.g., syllabus) from system-provided trainings on quality monitoring.
Preschool system leaders regularly evaluate the number of programs that implement early learning standards, curricula, assessments/ screenings, professional development activities, and quality monitoring tools for classroom environment and/or child-adult interactions that meet stated guidelines.	Whether (yes/no) preschool system leaders evaluate the number of programs that implement early learning standards, curricula, assessments/screenings, professional development activities, and quality monitoring tools for classroom environment and/or child-adult interactions that align with stated guidelines.	System	Administrative data: Licensing data where programs report program activities; quality improvement observations (e.g., observations to meet QRIS qualifications). Program documentation/survey item: Question about whether the program is implementing system recommendations around early learning standards, curricula, assessments/screenings and practices, professional development activities, and quality monitoring tools for classroom environment and/or child-adult interactions.
Preschool system leaders regularly evaluate whether their guidance meets the needs of children and families from focal populations.	Whether (yes/no) guidance aligns with the needs identified by children and families from focal populations.	System	Community family survey item: Open-ended survey question to families about what needs they want the preschool to address; Likert scale questions about whether program curricula, classroom experiences, teacher qualification, and/or family engagement meets families' needs and support child's development.

Metric	Suggested Measurement	Level Collected	Example Data Sources
Percentage of families and workforce members reporting positive relationship quality with one another.	The number of families and workforce members who report having a positive relationship with one another divided by the total number of families and workforce members assessed using a relationship assessment tool.	Family and Workforce	Program documentation/survey: Family/teacher relationship assessment tool, such as Head Start family engagement measures or Family and Provider/Teacher Relationship Quality (FPTRQ) survey. Preschool family survey item: Question about whether families have a positive relationship with their teachers or providers. Workforce member survey item: Question about members of the workforce have a positive relationship with families.

Question 20. Are there mechanisms to support equitable experiences for workforce members from focal populations?

Metric	Suggested Measurement	Level collected	Example Data Sources
Number of professional development opportunities the preschool system offers that are intentionally tailored to workforce members from focal populations to support their unique needs.	The number of professional development opportunities that are tailored to meet the needs of workforce members from focal populations divided by the total number of professional development opportunities offered.	System	Administrator documentation: Descriptions of the professional development opportunities available to workforce members. Administrative data: A list of system-wide professional development opportunities with information on workforce members who participated or received these opportunities (e.g., workforce and training registry data). Workforce member survey item: Open-ended survey question to workforce members about what they need in professional development opportunities; Likert scale questions about whether professional development opportunities meet their needs.

Metric	Suggested Measurement	Level collected	Example Data Sources
Number of career pathway supports the preschool system offers that are intentionally tailored to workforce members from focal populations to support their unique needs.	The number of career pathway supports that are tailored to meet the needs of workforce members from focal populations compared to the total number of career pathway supports offered.	System	Administrator documentation: Descriptions of the career pathway supports available to workforce members. Administrative data: A list of system-wide career pathway supports with information on the workforce members who participated or received these opportunities (e.g., workforce and training registry data). Workforce member survey item: Open-ended survey question to workforce members about what they need in career pathway supports; Likert scale questions about whether professional development opportunities meet their needs.
Workforce members from focal populations earn wages comparable to the overall population of preschool workforce members.	The average annual income of workforce members from focal populations compared to the average annual income of all workforce members in the preschool system or other groupings of workforce members (e.g., comparing workforce members who are immigrants with those who are not immigrants).	Workforce	Administrative data: Workforce wage data, workforce registry data, human resources records from each program, program budgets with line items for workforce salaries by role, Head Start Program Information Report (PIR) with workforce wage information. Workforce member survey item: Question to workforce members about their annual income.
Workforce members from focal populations have retention rates comparable to the overall population of preschool workforce members.	The average length of retention of workforce members from focal populations compared to the average length of retention of all workforce members in the preschool system. Percentage of workforce members from focal populations who return to the same learning setting, position, or program year to year compared to return rates of all workforce members in the preschool system.	Workforce	Administrative data: Workforce member tenure and retention rates, human resources records from each program, workforce registry data, publicly available data or reports (e.g., Early Childhood Workforce Index). Workforce member survey item: Question about how long workforce members have been in their current role and position; question about how long they have worked in preschool or the field.

Metric	Suggested Measurement	Level collected	Example Data Sources
Percentage of workforce members from focal populations who receive benefits comparable to those received by the overall preschool workforce population.	The number of workforce members from focal populations who receive benefits divided by the number of workforce members from the overall preschool population. These data should be disaggregated by different types of benefits to the extent possible.	Workforce	Administrator documentation: Policies on benefits offered to workforce members. Administrative data: Benefits received by workforce members, human resource records from each program, or publicly available data or reports (e.g., Early Childhood Workforce Index). Workforce member survey item: Question about the types of benefits workforce members receive; question about whether they receive benefits through their employer, a family member's employer, a government program, or another source.

The STEP Forward with Data Framework was funded by the Bill & Melinda Gates Foundation. The findings and conclusions contained within this publication are those of the authors and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation.

Suggested citation: Lin, V., Hackett, S.E., Richards, D., King, C., & Bredeson, M. (2023). *System Transformation for Equitable Preschools (STEP Forward with Data) Framework: Moving Toward an Equitable Preschool System*. Child Trends. <https://doi.org/10.56417/7986y3601e>