



Metric Deep Dive for Learning Experiences

This document offers additional details about how to measure the STEP Forward with Data metrics, organized by each essential question associated with the Learning Experiences step of the Framework (Questions 8-14). 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 8. Are identities of children from focal populations and families reflected in programs?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of program sites where children from focal populations are exposed to staff in their program who reflect their own identities.	The number of program sites where children from focal populations have at least one staff member in the program (e.g., teachers, assistants, support staff, administrators, or owners) who also shares the same or similar identity or characteristic (e.g., race/ethnicity, disability status, or gender).	Program Site	Administrative data: Enrollment data with demographic data; workforce registry data with staff demographics. Program documentation/survey: Enrollment data with demographic data; human resources data with staff demographics. Workforce member survey item: Question about whether workforce members shared identities with children in their program.
Percentage of program sites that use materials, projects, activities, curricula, and resources that reflect or celebrate the identities of children from focal populations and their communities.	The number of program sites that used at least two or more materials, projects, activities, curricula, and resources in the past year that reflect and/or celebrate the identities of children from focal populations and their communities divided by the total number of program sites.	Program Site	Administrative data: Licensing or monitoring data about the types of materials, projects, activities, curricula, or resources available in programs in the past year. Program documentation/survey: Observational and/or survey data on number of culturally appropriate materials used in a program in the past year. Workforce member survey item: Question about whether a workforce member used materials, projects, activities, curricula, and resources in the past year that reflect or celebrate the identities of children from focal populations and their communities in their learning environment.

Question 9. Do workforce members receive training in supporting the needs of children from focal populations and families?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of workforce members who receive training in culturally responsive instruction, especially to understand a child's developmental progress to inform instruction.	The number of workforce members who receive training in culturally responsive instruction divided by the total number of workforce members.	Workforce	Administrative data: Workforce member participation in system-wide training opportunities on culturally responsive instruction (e.g., training and/workforce registry data). Workforce member survey item: Question about whether a workforce member has received training on culturally responsive instruction; question about how equipped the workforce member feels to provide culturally responsive instruction. Program documentation/survey: Workforce member participation in training opportunities on culturally responsive instruction.
Percentage of workforce members who receive training on trauma-informed care or responsiveness.	The number of workforce members who receive training on trauma-informed care or responsiveness divided by the total number of workforce members.	Workforce	Administrative data: Workforce member participation in system-wide training opportunities on trauma-informed care or responsiveness (e.g., training and/workforce registry data). Workforce member survey item: Question about whether a workforce member has received training on trauma-informed care or responsiveness; question about how equipped the workforce member feels to provide trauma-informed care. Program documentation/survey: Workforce member participation in training opportunities on trauma-informed care or responsiveness.
Percentage of workforce members who receive training on reducing or eliminating bias in their work.	The number of workforce members who receive training on reducing or eliminating bias in their work divided by the total number of workforce members.	Workforce	Administrative data: Workforce member participation in system-wide training opportunities on reducing or eliminating bias in their work (e.g., training and/workforce registry data). Workforce member survey item: Question about whether a workforce member has received training on reducing or eliminating bias in their work; question about how equipped the workforce member feels to reduce or eliminate bias in their work. Program documentation/survey: Workforce member participation in training opportunities on reducing or eliminating bias in their work.

Question 10. Do children from focal populations receive positive behavior supports?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of workforce members that demonstrate high-quality instructional practices and interactions with children.	The number of workforce members that demonstrate high-quality instructional practices and interactions with children divided by the total number of workforce members.	Workforce	Administrative data: Observation data on workforce members and/or program report on classes utilizing positive discipline models (e.g., Classroom Assessment Scoring System [CLASS], the Early Childhood Environment Rating Scale [ECERS] Interactions subscale, Teaching Pyramid Observation Tool [TPOT]), or the Assessing Classroom Sociocultural Equity Scale [ACES]).
Percentage of children who do not experience any of the following: in-school suspensions, out-of-school suspensions, disciplinary use of restraint and seclusion, or expulsions.*	The number of children who do not experience in-school suspensions, out-of-school suspensions, disciplinary use of restraint and seclusion, or expulsions divided by the total number of children.	Child	Administrative data: Administrative data on in-school suspensions, out-of-school suspensions, disciplinary use of restraint and seclusion, or expulsions; US Department of Education Civil Rights Data Collection (Discipline, Restraints/Seclusion) by public school or district. Program documentation/survey: Data on in-school suspensions, out-of-school suspensions, disciplinary use of restraint and seclusion, or expulsions within the program. Community family survey item: Question about whether their child experienced in-school suspensions, out-of-school suspensions, disciplinary use of restraint and seclusion, or expulsions in preschool.
Percentage of families from focal populations who report that their children experience positive behavior supports.	The number of families from focal populations who report that their children experience positive behavior supports divided by the total number of families from focal populations.	Family	Preschool family survey item: Question about the types of discipline practices their child has experienced; question about whether their child has experienced positive behavior supports; positive discipline practices could be assessed through tools, such as CLASS, or through the implementation of strategies, such as the Pyramid Model.
Presence of program-level policies aimed at offering alternative approaches to negative discipline and promoting positive behavior supports.	Whether (yes/no) preschool programs have policies that are aimed at offering alternative approaches to negative discipline and promoting positive behavior supports.	Program	Administrator documentation: Program guidebook or documentation that outlines policies around discipline and behavior supports (e.g., limiting or governing when suspensions or expulsions can be used, investments in professional development or support systems for positive behavior supports [e.g., coaches, mental health consultants]).
Percentage of children from focal populations reporting positive feelings toward their program.*	The number of children from focal populations reporting positive feelings toward their program divided by the total number of children from focal populations.	Child	Preschool family survey item: Question for children about how positively they feel toward their program; measures such as Collaborative for Academic, Social, and Emotional Learning's (CASEL) How I Feel About My School questionnaire.

Question 11. Do children from focal populations have the learning accommodations they need?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of children from focal populations who are screened for learning accommodations.	The number of children from focal populations who are screened for learning accommodations divided by the total number of children from focal populations.	Child	Administrative data: Developmental screening data, early intervention data, pediatric screening data.
Percentage of children from focal populations who have an identified need for a learning accommodation.	The number of children from focal populations who have an identified need for a learning accommodation divided by the total number of children from focal populations.	Child	Administrative data: Data collected on developmental screening tool (e.g., Teaching Strategies GOLD, Battelle Developmental Inventory, Developmental Indicators for Assessment of Learning [DIAL], Brigance Early Childhood Screens, Ages and Stages Questionnaire [ASQ]) that suggest a need for a learning accommodation; Individualized Family Service Plans (IFSP); or Individual Education Plans (IEP) or 504 plan.
Percentage of children from focal populations who have a learning accommodation provided to them in an inclusive setting.	The number of children from focal populations who are provided a learning accommodation in an inclusive setting divided by the total number of children from focal populations who have an identified need for a learning accommodation.	Child	Administrative data: Service provision data for those who require a learning accommodation; Individualized Family Service Plans (IFSP); or Individual Education Plans (IEP) or 504 plan and whether the service was provided in an inclusive setting. Preschool family survey item: Question about whether family's child received a learning accommodation.
Percentage of families from focal populations who are satisfied with the learning accommodations provided to their children.	The number of families from focal populations who report that they are satisfied with the learning accommodations provided to their children divided by the total number of families from focal populations who have an identified need for a learning accommodation.	Family	Administrative data: Information collected from families about services provided to them (e.g., Individuals with Disabilities Education Act [IDEA] data on family involvement). Preschool family survey item: Question about how satisfied families from focal populations are with the learning accommodations provided to their children; question about how learning accommodations could be improved to best support their child.
Percentage of children from focal populations with identified health or developmental concerns as identified by a developmental screening tool.*	The number of children from focal populations who have been assessed with a developmental screening tool and were found to have an identified health or developmental concern divided by the total number of children from focal populations.	Child	Administrative data: Data collected on developmental screening tool (e.g., Teaching Strategies GOLD, Battelle Developmental Inventory, Developmental Indicators for Assessment of Learning [DIAL], Brigance Early Childhood Screens, Ages and Stages Questionnaire [ASQ]).

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of children from focal populations with identified concerns who are connected to services.*	The number of children from focal populations with identified concerns who are connected to services divided by the number of children from focal populations with identified concerns.	Child	Administrative data: Resource and referral data; service receipt data for preschool programs that provide services in-house. Preschool family survey item: Question about whether their child received services for an identified developmental or health concern.
Percentage of children from focal populations who can fully participate in learning activities.	The number of children from focal populations with an identified health or developmental concern who can fully participate in learning activities with their peers divided by the total number of children from focal populations.	Child	Administrative data: Data on the setting in which a learning accommodation was provided (e.g., in regular classroom, in another room within the school, or in another setting outside of the school during school hours); data on least restrictive accommodations provided (e.g., Individuals with Disabilities Education Act [IDEA] data).

Question 12. Does the program offer or connect families from focal populations with whole family services?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of programs that offer whole family services in their programs.	The number of programs that offer whole family services divided by the total number of programs.	Program	Administrative data: Child care resource and referral (CCR&R) data on program offerings; policies on what services must be offered by preschool programs (e.g., preschools within a community school that must offer whole family services). Program documentation/survey: Program guidebook or documentation about services offered in-house; program budgets about supported services; question whether programs offer whole family services.
Percentage of programs offering health, mental health, and social services in-house, including staff or consultants providing infant and early childhood mental health consultation (IECMHC) services.*	The number of programs offering health, mental health, and social services in-house divided by the total number of programs.	Program	Administrative data: Child care resource and referral (CCR&R) data on program offerings. Program documentation/survey item: Program guidebook or documentation about services offered in-house; program budgets about supported services; question whether programs offer health, mental health, and social services in-house.

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of programs that provide referrals to families from focal populations about whole family services.	The number of programs that provide referrals to families from focal populations for whole family services divided by the total number of programs.	Program	Program documentation/survey item: Program guidebook or documentation about how referrals are made; newsletters where service referrals are provided; question about whether programs provide referrals for whole family services. Preschool family survey item: Question about whether programs provide information about whole family services.
Percentage of families from focal populations who use whole family services.	The number of families from focal populations who have used whole family services offered by the program divided by the total number of families from focal populations.	Family	Administrative data: Service receipt of whole family services. Preschool family survey item: Question about whether families utilized any whole family services offered by the program or referred by the program.

Question 13. Are multiple forms of evidence used to understand the developmental progress, strengths, and needs—across domains of development—of children from focal populations?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Preschool system requires multiple forms of evidence to be used to understand a child's development.	Whether (yes/no) the preschool system requires using multiple forms of evidence to understand a child's development across all domains (i.e., across language/literacy; cognition; social emotional development; approaches to learning; and physical development).	System	Administrator documentation: Written system guidance on child development monitoring.
Percentage of programs that use multiple forms of evidence to understand a child's development.	The number of programs that use more than one form of evidence to understand a child's development divided by the total number of programs.	Program	Administrative data: Program monitoring data on the types and number of pieces of evidence used to understand a child's development; data on child's developmental progress that notes the types of evidences used to determine their progress. Program documentation/survey: Program documentation or guidance that outlines the types and number of pieces of evidence that must be used to determine a child's development. Workforce member survey item: Question about whether workforce members used more than one piece of evidence to determine a child's development.

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of workforce members who report that they utilize more than one form of evidence to inform their instruction.	The number of workforce members who report that they use more than one form of evidence to inform their instruction divided by the total number of workforce members.	Workforce	Workforce member survey item: Question about whether workforce members used more than one piece of evidence to inform a child's instruction.

Question 14. Are facilities structured and maintained to support the well-being of children from focal populations?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Preschool system makes planned improvements for facilities to ensure they meet basic health and safety requirements, in systems where focal populations make up at least half of the student population.	Whether (yes/no) the preschool administration has made planned facility improvements for facilities, in systems where focal populations make up at least half of the student population.	System	Administrator documentation: Written facilities improvement plan/policies. Administrative data: Receipt of infrastructure improvement grants and how funds were used; data tracking facility needs and improvements; demographic data on children in each facility.
Percentage of program sites that have the infrastructure necessary to support student learning, in systems where focal populations make up at least half of the student population.	The number of program sites that have the infrastructure necessary to support student learning (e.g., desks, air conditioning, heat) divided by the total number of program sites where focal populations make up at least half of the student population.	Program Site	Administrative data: Demographic data on children in each facility; data on the types of infrastructure present within each facility; data tracking facility needs and improvements. Program documentation/survey: Information on the types of infrastructure available to support student learning and how it is used, maintained, and updated as necessary. Workforce member survey item: Question about whether a facility has the infrastructure necessary to support student learning; question about what infrastructure it may need to better support student learning. Preschool family survey item: Question about whether families feel that a facility has the infrastructure necessary to support student learning; question about what infrastructure families feel they may need to better support student learning.

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of program sites that ensure the safety and security of children and workforce members, in programs where focal populations make up at least half of the student population.	The number of program sites that ensure the safety and security of children and workforce members (e.g., safety plans, practice safety drills, security measures) divided by the total number of program sites in which focal populations make up at least half of the student population.	Program Site	Administrative data: Citations or reports of safety and security incidents. Program documentation/survey: Information on the types of safety and security measures available and maintained. Workforce member survey item: Question about whether workforce members feel safe and secure in their facility; question about the types of improvements their facility could use to ensure they feel safe and secure. Preschool family survey item: Question about whether families feel safe and secure in their facility; question about the types of improvements their facility could use to ensure they feel safe and secure.
Percentage of program sites that meet children and workforce members' health and hygienic needs, in programs where focal populations make up at least half of the student population.	The number of program sites that meet children and workforce members' health and hygienic needs (e.g., health plans and policies; nurse on-site; first aid policies and procedures) divided by the total number of program sites in which focal populations make up at least half of the student population.	Program site	Administrative data: Citations or reports of health incidents at each program. Program documentation: Health and hygiene policies and procedures. Workforce member survey item: Question about whether workforce members' facility meets their hygienic needs; question about the types of improvements their facility could use to meet their hygienic needs. Preschool family survey item: Question about whether facilities meet families' hygienic needs; question about the types of improvements their facility could use to meet their hygienic needs.
Percentage of families from focal populations who report that their children are in facilities that support their well-being.	The number of families from focal populations who report that their children attend facilities that support their well-being divided by the total number of families from focal populations.	Family	Preschool family survey item: Question about whether facilities' support families' well-being; question about any improvements that could be made to their facility.

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