



Metric Deep Dive for Supply

This document offers additional details about how to measure the STEP Forward with Data metrics, organized by each essential question associated with the Supply step of the Framework (Question 1). 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 1. Does the existing supply meet the needs of families from focal populations?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Preschool system has enough preschool openings for the number of children who want to attend preschool, especially those from focal populations (reasonable effort).	Whether (yes/no) the program capacity of all the preschool programs in the system matches the number of eligible 3- and 4-year-old children in the community. Number of families from focal populations reporting that there are enough preschool options divided by all families from focal populations. These data should account for any geographic considerations, such as whether eligibility is defined by geographic area or whether children and families may attend a preschool only within a certain geographic boundary from their work or home (e.g., within a 10-mile radius or within 30 minutes driving from work or home).	System	Administrative data: Data on preschool program capacity (e.g., licensing data); data on the number of eligible 3- and 4-year-old children in the community (e.g., Census data). Program documentation: Program report of the number of children who are waitlisted for their program (e.g., child care supply survey). Community family survey item: Question about whether families had enough preschool options when searching for care.
Percentage of children from focal populations who are on a waitlist for at least one preschool program (reasonable effort).	The number of children from focal populations on a waitlist for their preferred preschool program divided by the number of 3- and 4-year-old children from focal populations.	Child	Administrative data: Child care resource and referral (CCR&R) data; enrollment and waitlist data. Program documentation: Program report of the number of children who are waitlisted for their program.

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of families from focal populations who were able to enroll in their preferred preschool program (reasonable effort).	The number of families from focal populations who were able to enroll in their preferred preschool program divided the number of families from focal populations.	Family	Preschool family survey item: Question about whether families enrolled their child in their preferred preschool program or whether they selected an available slot that did not meet their needs; question about the number of preschool programs they considered. Community family survey item: Question about whether families did not enroll their child into preschool because a program that met their needs was not available; question about the number of preschool programs they considered.
Percentage of children from focal populations enrolled in a program whose care is subsidized (affordability).	The number of children from focal populations enrolled in a program whose care is subsidized (e.g., Head Start, sliding scale payment structure, child care or early education subsidy, Child Care and Development Fund subsidy, etc.) divided by the total number of children from focal populations enrolled.	Child	Administrative data: Data on whether a child's care is paid for through a subsidy; Head Start program lists; Child Care and Development Fund subsidy recipient.
Percentage of families from focal populations who report being able to afford to enroll their children in their preschool program (affordability).	The number of families from focal populations who report being able to afford to enroll their children in their preschool program divided by the number of families from focal populations.	Family	Preschool family survey item: Question about whether families were able to afford the cost to enroll their child in preschool; question about how much of their income they pay to enroll their child in preschool. Community family survey item: Question about whether families were unable to enroll their child in preschool due to cost considerations; question about what they would be able to pay to enroll their child in preschool.
Percentage of families from focal populations who do not pay above a system-defined threshold of affordability (affordability).	The number of families from focal populations whose total cost of care (including attendance, fees, copays, and before/after care) are at or below the system-defined threshold of affordability (e.g., 10% of a family's income; no cost to the family; or a set monthly amount) divided by the total number of families from focal populations.	Family	Administrative data: Average household income within the geographic area of the preschool; families' payment data. Preschool family survey item: Question about the amount spent on total preschool costs and families' household income.

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of children from focal populations who did not experience a change in teacher/provider during the program, school, or calendar year (supports child's development).	The number of children from focal populations who did not experience a change in teacher/provider during the program, school, or calendar year divided by the total number of children from focal populations	Child	Administrative data: Lead teacher or provider data. Preschool family survey item: Question about whether the child experienced a change in lead teacher or provider during the program, school, or calendar year.
Percentage of workforce members who are fluent in the language spoken by the children they serve (supports child's development).	The number of workforce members who are fluent in the language spoken by the children they serve divided by the total number of workforce members.	Workforce	Workforce member survey item: Question about whether the workforce can speak fluently in the language spoken by the children they serve.
Percentage of program sites that support a language other than English (supports child's development).	The number of program sites that provide language supports for children and families from focal populations who do not speak English (e.g., translation of materials, in-house translator, consulting translator, instruction in another language) divided by the total number of program sites.	Program Site	Administrative data: Language supports offered by programs in languages other than English (e.g., child care resource and referral (CCR&R) data). Program documentation/survey: Policies about how languages other than English are supported in the program or program site. Preschool family survey item: Question about whether the program site supported a language other than English.
Percentage of program sites where children with a disability or developmental delay are enrolled in which workforce members have early childhood special education training or experience working with children with special needs (supports child's development).	The number of program sites where children with disability or developmental delay are enrolled in which workforce members have early childhood special education training, certification, endorsement, or years of experience working with children with special needs, divided by the total number of program sites where children with special needs are enrolled.	Program Site	Administrative data: Workforce registry data on education, experience, or training; enrollment data with children's status of disability or developmental delay. Program documentation/survey: Human resource records about workforce members' education, experience, or training; enrollment data with children's status of disability or developmental delay. Workforce member survey item: Question about whether workforce members worked with a child with a disability or developmental delay and the type of experience they had to support the child.

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of workforce members who have early childhood education endorsements, certification or training, or experience working with preschool age children (supports child's development).	The number of workforce members who have early education endorsement, certification, training, or experience working with preschool age children divided by the total number of workforce members.	Workforce	Administrative data: Workforce registry data, licensing data, Quality Rating and Improvement Systems (QRIS) data, human resources data for each program. Workforce member survey item: Question about workforce members' professional or educational experience and/or certification.
Percentage of program sites that meet Quality Rating and Improvement Systems (QRIS) state benchmarks of quality (supports child's development).	The number of program sites that meet Quality Rating and Improvement Systems (QRIS) state benchmarks of quality divided by the total number of program sites.	Program Site	Administrative data: QRIS data.
Percentage of program sites that offer transportation services between child's home and preschool site (meets families' needs).	The number of program sites that offer transportation services between child's home and the preschool site divided by the total number of program sites.	Program Site	Administrative data: Licensing data, program transportation permission forms; child care resource and referral data on transportation offered. Program documentation/survey item: Question to program directors or owners about whether they offer transportation services to children and families.
Percentage of available full-time slots (i.e., available six hours per day for five days per week) (meets families' needs).	The number of available full-time slots that are six hours per day for five days per week divided by the total number of slots.	Program	Administrative data: State licensing data, child care resource and referral data. Program documentation/ survey item: Question to program directors or owners about their operating schedule.
Percentage of programs that provide before- and after-school programming (meets families' needs).	The number of programs that provide before- and after-school programming divided by the total number of programs.	Program	Administrative data: State licensing data, child care resource and referral (CCR&R) data. Program documentation/survey item: Question to program directors or owners about before- and after-school programming offerings.
Percentage of programs where classrooms demonstrate equitable sociocultural interactions (meet's families' needs).	The number of programs where classrooms demonstrate equitable sociocultural interactions divided by number of programs observed.	Program	Administrative data: Observational assessment data on sociocultural interactions (e.g., Assessing Classroom Sociocultural Equity Scale [ACES]).

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>