



System Transformation for Equitable Preschools (STEP Forward with Data) Framework

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The Early Childhood

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Collaborative

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How the Framework was developed

- Developed over two years by a consortium of experts using an iterative process
- Informed by different perspectives, including from expert networks, state preschool systems leaders, and technical assistance (TA) providers
- Grounded by key principles, including:
 - ✓ Alignment with broader early childhood systems
 - ✓ Asset-driven
 - ✓ Applicable for all preschool structures
 - ✓ User-centered and actionable

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The STEP Forward with Data Framework is designed to help system leaders use data to promote greater equity at every step of their system.



Purpose of the Framework

To guide **system leaders** to:

- Answer key questions about their EC systems, with a specific focus on experiences of focal populations
- Establish standardized and consistent ways to collect and use data that address issues related to equity in early childhood
- Assess data gaps and integration needs to support the use of EC data
- Identify clear action steps for creating a more equitable EC systems based on the data they collect and the questions they answer

Defining equity

Equity is both a process and an outcome.

- As an **outcome**, equity is defined as the condition achieved when personal characteristics outside individuals' control (e.g., our race, ethnicity, gender, sexual orientation, ability status, religion, age, class) no longer predict, in a statistical sense, how they fare.
- As a **process**, equity is applied when those most impacted by structural inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.

Focal Populations in the Framework



System Steps



STEP Forward with Data Essential Questions



Supply

Availability of programs that meet families' needs

Supply

1. Does existing supply meet focal families' needs?

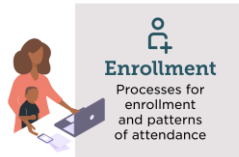


Outreach

Strategies to support families to find and enroll in programs they want

Outreach

2. Do outreach strategies improve focal families' knowledge and understanding of their options?
3. Do eligibility processes allow focal populations to attend programs they want?

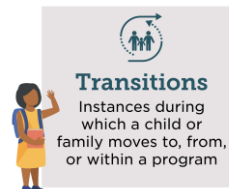


Enrollment

Processes for enrollment and patterns of attendance

Enrollment

4. Do enrollment procedures support focal families to attend programs they want?
5. Are focal children enrolled in proportionate or higher to their representation in the community?
6. Are focal children enrolled in programs rated as high-quality proportionate to their representation in the system?
7. Do focal children have consistent attendance?



Transitions

Instances during which a child or family moves to, from, or within a program

Transitions

15. Do transition activities meet focal families' needs?
16. Are focal children reaching developmental and learning milestones when transitioning to K?



Learning Experiences

Children's experiences within their learning environments

Learning Experiences

8. Are the identities of focal children and families reflected in programs?
9. Do workforce members receive training in supporting the needs of focal children and families?
10. Do focal children experience equitable discipline practices?
11. Do focal children have learning accommodations they need?
12. Does the program offer or connect families with whole family services?
13. Are multiple forms of evidence used to understand a focal child's developmental progress, strengths, and needs across domains of development?
14. Do focal children attend programs in facilities that meet basic health and safety requirements?



Administration

The policies and infrastructure that support equitable experiences throughout the system.

Administration

17. Are focal families and workforce members engaged in shared leadership?
18. Are there funding mechanisms to support equitable experience for focal children, families, and workforce members?
19. Is there system-level guidance for how to support equitable experiences for focal children, families, and workforce members?
20. Are there mechanisms to support equitable experiences for workforce members from focal populations?

How the Framework is organized: Quick Look

Essential Question	Recommended Metrics	Understanding the questions and metrics ensures that an equitable preschool system...
Q15. Do transition activities meet the needs of families from focal populations?	Percentage of families from focal populations who report that their program offers transition supports that meet their needs.	...facilitates the transition between learning accommodations, services, classrooms, and/or schools for children and families from focal populations.
	Percentage of programs that minimize the number of transitions when supporting children with learning accommodations.	
Q16. Are children from focal populations reaching developmental and learning milestones when transitioning to kindergarten?	Percentage of children from focal populations meeting benchmarks across all developmental domains (language/literacy; cognition; social emotional development; approaches to learning; and physical development).*	...helps children from focal populations reach developmentally appropriate milestones across developmental domains (i.e., language/literacy; cognition; social emotional development; approaches to learning; and physical development) upon kindergarten entry.



How the Framework is organized: Deep dive

Question 15. Do transition activities meet the needs of families from focal populations?

Metric	Suggested Measurement	Level Collected	Example Data Source Details
Percentage of families from focal populations who report that their program offers transition supports that meet their needs.	<p>The number of families from focal populations who report that transition supports offered by programs meet their needs divided by the total number of families from focal populations.</p> <p>To the extent possible, these data should be disaggregated by different types of transition supports or for the different events when transitions may occur.</p>	Family	<p>Preschool family survey item: Question about families' participation in and satisfaction with transition supports; question about whether these supports meet their needs.</p>
Percentage of programs that minimize the number of transitions when supporting children with learning accommodations.	<p>The number of programs that minimize the number of transitions when supporting children with learning accommodations divided by the total number of programs supporting children with learning accommodations.</p>	Program	<p>Administrative data: Data on the number of transitions experienced by children who have learning accommodations, including transitions that happen within a day or total transitions that occurred for a child in a year.</p> <p>Program documentation/survey: Policies or guidebook detailing the process programs will take to minimize transitions for children with learning accommodations to ensure continuity of care or full participation of the child.</p> <p>Preschool family survey item: Question about whether the number of transitions a child with learning accommodations experiences meets their needs.</p>

Implementation Guide: Part I



We recommend that preschool systems leaders conduct five activities to determine how they can best engage with the Framework:

1. Define the preschool system
2. Understand the data landscape
3. Identify focal populations of interest
4. Consider data collection practices
5. Determine data analysis practices



System Transformation for Equitable
Preschools (STEP Forward with Data)
Framework Implementation Guide

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Implementation Guide: Part II

Five approaches to selecting a **starting point** with the Framework:

- A. Start with a **full assessment** of the preschool system
- B. Start with **data strengths**
- C. Start with **data needs**
- D. Start with **priority systems areas**
- E. Start with **priority focal populations**



THANK YOU!



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