

INQUIRE Data Toolkit

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INQUIRE Data Toolkit 2023 Update

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We are grateful for the time and input of state data leaders who participated as expert advisors to inform revisions related to toolkit content, organization, and usability. The views expressed in this publication do not necessarily reflect the views of these members.

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The INQUIRE Data Toolkit 2023 Update uses the structure and data tools developed by the authors of the original INQUIRE Data Toolkit produced in 2013: Sarah Fries (Project Director), Carlise King (Senior Advisor), and Kathryn Tout (Co-Principal Investigator of the CCEEPRA 2013-2020). Ivelisse Martinez-Beck was the Project Officer at the Office of Planning, Research and Evaluation (OPRE). We acknowledge their seminal contributions to this project.

Overview

Introduction

The INQUIRE^a Data Toolkit 2023 Update provides tools to support data collection and the use of data to answer child care and early education (CCEE) policy questions and fulfill reporting requirements. Originally produced in 2013, the 2023 update expands the focus of the original toolkit on CCEE quality initiatives to include CCEE access, the workforce, and stabilization of CCEE programs in the wake of the COVID-19 pandemic. The toolkit provides policy questions and standardized data elements that can be used for monitoring; engaging in continuous program improvement; reporting; evaluating CCEE activities at the state, regional, and local levels; and conducting data needs assessments and data collection planning. The Toolkit is intended to be illustrative and not exhaustive of all possible questions and analyses of interest.

Purpose

High-quality data can assist state and other decision makers in their efforts to understand the CCEE landscape and continuously improve their CCEE systems. States, federal funders, and researchers also benefit when data are collected uniformly across states. Cross-state analyses using common data elements can build the evidence base for understanding which initiatives and conditions are effective for improving CCEE and the health and well-being of the CCEE workforce, families, and children.

The INQUIRE Data Toolkit 2023 Update supports state and local efforts to build a strong data infrastructure that informs 1) the completion of reports on the use of federal funds, 2) the collection and analysis of data to answer policy questions, 3) the development of new data elements and sources, and 4) regular sharing of data with constituents and the CCEE system.

The audience for the Toolkit includes, but is not limited to, (1) state, county, territory, or other local administrators of CCEE programs and initiatives such as quality improvement initiatives, CCEE workforce initiatives, and efforts to support access to CCEE that supports the unique needs of children and families; (2) researchers and evaluators examining CCEE systems; and 3) technical architects and analysts responsible for developing CCEE data systems and for analyzing the data housed in those systems.

Approach

The INQUIRE Data Toolkit provides examples of policy-relevant questions that state and other CCEE decision makers may ask to learn more about their state or locality and shares guidelines for the data elements needed to answer these questions. The toolkit presents this information in two sections: a Linkages Guide and a Dictionary of Common Data Elements.

- **Linkages Guide:** The Linkages Guide introduces policy-relevant questions in CCEE that can be used in monitoring, reporting, and evaluation efforts. The Guide first lists each of the Linkages Questions for easy reference. It then provides an overview of relevant recommended data elements (from the Dictionary of Common Data Elements) and walks through in-depth data analysis recommendations to answer each

^a The Quality Initiatives Research and Evaluation Consortium (INQUIRE) is a workgroup of researchers and state leaders working on quality initiatives in child care and early education. The purpose of the Workgroup is to support high quality, policy-relevant research and evaluation on quality initiatives and to provide information to state administrators, policymakers, and practitioners on evaluation strategies, new research, interpretation of research results, and implications of new research on for practice. The workgroup is currently inactive.

question. The technical sections of the Linkages Guide that share the analytic recommendations are designed to be used primarily by data analysts who are proficient in basic data management and reporting.

- **Dictionary of Common Data Elements:** The Dictionary of Common Data Elements contains a core set of data elements that can be used for a variety of purposes, including monitoring, continuous program improvement, reporting, and evaluation. The Dictionary provides information on each element, including its level of analysis (e.g., child, practitioner, program site), category (e.g., demographics, education), definition, codes/options, and alignment with relevant federal reporting requirements (e.g., the Quality Performance Report) or parallel data collection and standardization efforts (e.g., Common Education Data Standards).

This report includes both components of the toolkit. They can also be found in a web-based version at <https://inquiredatatoolkit.org/>.

Methods

1. The INQUIRE Data Toolkit research team systematically reviewed and updated the 2013 toolkit to be relevant for the 2023 policy context and reporting requirements.
2. Researchers reviewed changes to federal reporting requirements and identified data needed to address those changes.
3. Existing data elements from the 2013 toolkit were linked (or unlinked) to each federal report through “tags” in the Dictionary of Common Data Elements. New data elements were created to address gaps revealed in the Dictionary by new reporting requirements or other data collection requirements.
4. The Linkages Questions were updated and expanded based on reviews of reports on CCEE access, quality, the COVID-19 pandemic and how it affected CCEE programs and the workforce (and intersections across these topics).
5. State data experts and technical assistance providers offered input and recommendations on the toolkit features, usability, and content.
6. The web-based platform for the toolkit was updated to reflect the multiple additions and refinements to the Linkages Questions and Dictionary of Common Data Elements.

Recommendations

The INQUIRE Data Toolkit 2023 Update can support data needs assessments in states and communities and inform improvements to CCEE data infrastructure. The steps in a data needs assessment include:

- **Identifying high-priority CCEE questions to inform decisions in the state/locality.** The Linkages Guide can support this strategic planning and selection of questions.
- **Identifying data elements to address key questions.** The Dictionary of Common Data Elements can help clarify the specific data elements needed, their source (e.g., whether they are part of an existing administrative database), and how they can be used in analyses.
- **Specifying data gaps.** The process of linking questions to data elements may reveal gaps in existing data. Discuss which data gaps can be filled with new administrative data elements or periodic data collections.
- **Assessing data quality.** Speak with data managers to understand the strengths and areas of concern in existing data.
- **Developing a plan for improvements.** Summarize the findings from the data needs assessment to set an agenda for the next steps in improving the CCEE data infrastructure.

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Introduction

Efforts to promote data standardization, quality, and infrastructure in child care and early education (CCEE) have increased over the past decade. This increase has come with the recognition that increased data coordination and analysis can promote better decision-making and management that ultimately will benefit young children, their families, and the CCEE workforce. The original INQUIRE Data Toolkit was developed in 2012-13 when many of these initial CCEE data improvement efforts were launched. The purpose of the Toolkit was to support states and localities in responding to increased requests from the federal government and other funders to document critical data about the children and families served by CCEE funding. The focus was primarily on data to inform state CCEE program quality improvement initiatives including voluntary state quality rating and improvement systems (QRIS), which doubled across states between 2009 and 2016 (from 20 to 43, respectively).¹

The current context for CCEE data reflects funding opportunities for states focused on building comprehensive early childhood systems, including the development or expansion of integrated data. The Race to the Top – Early Learning Challenge Grants (awarded in 2011, 2012, and 2013 to 20 state grantees) provided initial momentum for considering cross-sector goals and initiatives, including data integration, at the state level. The Preschool Development Birth through Five Grants (PDG B-5, awarded as planning and renewal grants in 2018, 2019, 2020, and 2022) built on this progress by supporting improved coordination and effectiveness across early learning systems. Analysis of the submitted PDG B-5 applications indicates that most grantees are in the process of planning, implementing, or expanding efforts to build Early Childhood Integrated Data Systems (ECIDS) or to intentionally engage in other data integration efforts.²

Demonstrating the prevalence of investment in CCEE data, a recent compilation of resources to support the use of administrative data in early childhood and related fields includes 200 resources (including reports, briefs, fact sheets, toolkits, and webinars) supporting data linkages and integration, analysis, management, and protection of data security.³ The original INQUIRE Data Toolkit was identified as a key resource that provides information for data capacity building among state and local CCEE decision-makers.

The INQUIRE Toolkit 2023 update

The 2023 update to the INQUIRE Data Toolkit offers a refreshed set of tools for planning and analysis. While the original Toolkit focused primarily on topics related to quality improvement initiatives, the updated Toolkit reflects the CCEE landscape in 2023, following the COVID-19 pandemic.⁴ The expanded focal areas include issues related to CCEE access, the workforce, and stabilization of CCEE programs in the wake of the COVID-19 pandemic.

The Toolkit update preserves the original structure with an expanded set of data elements that align with new federal reporting requirements, data standards, and high-priority policy questions. The original Toolkit also included a set of questions that state and other CCEE decision-makers may ask to learn more about their state or locality, and shares guidelines for the data elements needed to answer those questions. The Toolkit presents this information in two sections: a Linkages Guide and a Dictionary of Common Data Elements.

- **Linkages Guide:** The Linkages Guide introduces policy-relevant questions in CCEE that can be used in monitoring, reporting, and evaluation efforts. The Guide first lists all the Linkages Questions for easy reference. The Guide then provides an overview of relevant recommended data elements (from the Dictionary of Common Data Elements) and walks through in-depth data analysis recommendations to answer each question. The technical sections of the Linkages Guide that share the analytic

recommendations are designed to be used primarily by data analysts who are proficient in basic data management and reporting.

- **Dictionary of Common Data Elements:** The Dictionary of Common Data Elements contains a core set of data elements that can be used for a variety of purposes including monitoring, continuous program improvement, reporting, and evaluation. The Dictionary provides information on each element including its level (e.g., child, practitioner, program site), category (e.g., demographics, education), definition, codes/options, and its alignment with relevant federal reporting requirements (e.g., the Quality Performance Report) or parallel data collection and standardization efforts (e.g., Common Education Data Standards).

This report shares both components of the Toolkit. They can also be found in a web-based version at <https://inquiredatatoolkit.org/>.

The INQUIRE Data Toolkit 2023 update involved six steps:

1. **Identifying federal reporting requirements for existing and new CCEE reports.** The research team created matrices to facilitate review of federal reports related to CCEE and identification of the data needed to address the reporting requirements.
2. **Updating the data elements that compose the Dictionary of Common Data Elements to reflect changes in reporting requirements and other CCEE data collections.** Data elements were newly added to reflect reporting requirements of the Annual Aggregate Child Care Data Report (ACF 800)⁵ and the American Rescue Plan Stabilization Grants Provider-Level Data Report (ACF 901).⁶ Data elements associated with the Monthly Child Care Data Report (ACF 801),⁷ the Individuals with Disabilities Education Act (IDEA) Part B and Part C annual report,⁸ the Child Care and Development Fund (CCDF) Annual Quality Progress Report (ACF-218),⁹ the Head Start Program Improvement Report,¹⁰ and CCEE data elements from the Common Education Data Standards were updated based on the most current versions. The **Common Education Data Standards (CEDS)**, supported by the National Center for Education Statistics in the U.S. Department of Education, includes a set of data elements in the Early Learning domains. Each data element includes additional information like definitions, variable type, and response options.¹¹
3. **Identifying new policy questions relevant to the current CCEE landscape and the data elements necessary to answer those questions.** The Linkages Questions were updated and expanded based on reviews of reports on CCEE access, quality, the COVID-19 pandemic and how it affected CCEE programs and the workforce (and intersections across these topics). The research team consulted key resources such as the *COVID-19 Research Agenda*¹² and the *Guidebook for Defining and Measuring Access to High-Quality Early Care and Education (Access Framework)*.¹³ The following five topics were identified from this process and used to tag the newly added Linkages Questions:
 - i. **Documenting access.** CCEE access, from a family's perspective, includes more than just the availability of slots. Families consider multiple factors including how they can pay for an arrangement (affordability), the effort it takes to find and use an arrangement (reasonable effort), whether an arrangement meets the family's unique needs, and whether an arrangement supports their child's development.¹⁴ Documenting access involves asking questions to understand who has access and honoring the unique preferences and needs across families, particularly those who have faced challenges in accessing early learning opportunities.
 - ii. **Documenting challenges and bright spots in CCEE access and outcomes.** As

CCEE decision makers invest in data collection and analysis related to access, it will be important to identify areas of concern and evidence of improvements in CCEE access. Identifying challenges in access at the system level can point state and other CCEE decision-makers toward new priorities. Likewise, indications of positive outcomes for families can be examined further to understand which investments or supports could be replicated or piloted in other areas/communities.

- iii. **Using real time data elements to understand CCEE supply and demand.** The COVID-19 pandemic demonstrated the dynamic nature of the CCEE landscape as programs experienced full and partial closures, fluctuating attendance, and staff shortages. “Real time” data¹⁵ refers to data that captures this dynamic context by documenting changes as they happen. Ideally, information such as the staffed capacity of CCEE programs, open slots, and operating hours (CCEE supply) AND parents’ needs and preferences for CCEE programs (demand for CCEE) would be available in real time. At this time, the inclusion of real time data elements and analysis questions in the Toolkit is aspirational as most CCEE systems do not yet have this capacity.¹⁶
 - iv. **Improving data to understand the CCEE workforce.** Stabilizing and supporting the financial and personal well-being of the CCEE workforce is a central goal in states and localities. The availability of high-quality and comprehensive data on the workforce can support this goal.
 - v. **Documenting the effects of the COVID-19 pandemic on CCEE.** As states and localities emerge from the pandemic, it is useful to understand the patterns of effects over the course of the pandemic as a way to identify where system improvements should be focused.
4. **Developing analysis recommendations for the newly identified policy questions featured in the Linkages Guide of the Toolkit.** The recommendations contain technical details that analysts can use to address the policy questions.
 5. **Requesting input from experts.** A small group of state staff and technical assistance providers with expertise in managing, analyzing, and interpreting CCEE data reviewed the Toolkit and provided input and recommendations on the toolkit features, usability, and content.
 6. **Updating the web-based platform for the Toolkit.** The site was updated to reflect the multiple refinements to the Dictionary of Common Data Elements and Linkages Guide, including the addition of recommended analysis for all Linkages Questions as provided in this document. In addition to the updates of the data elements and data Linkages Questions, the web-based platform was redesigned to enhance user experience and facilitate navigation.

The next sections provide further details about the Linkages Guide and the Dictionary of Common Data Elements, including a set of steps to follow to use them in state and local planning.

Linkages Guide

The Linkages Guide features a series of questions related to CCEE that can be addressed using the Dictionary of Common Data Elements. These questions can be used to:

- Learn about the state and local context for CCEE policies and practices,
- Generate meaningful outcomes data to help state and other CCEE decision-makers monitor systemic improvement efforts such as a quality improvement initiatives or

supports for CCEE access for families, and/or

- Address research and evaluation questions about the effectiveness of services and supports for families, children, CCEE programs and the CCEE workforce.

The questions may be descriptive (e.g., the status of who is being served, the level of quality, and characteristics of the workforce) or analytic (e.g., whether or not to include change over time and differences between those participating in the improvement effort and those who are not). Each question is accompanied by recommendations for how to use the data elements in analyses and reporting requirements. A partial example of the linkage question structure is provided below.

Questions: The questions included in the Linkages Guide are both descriptive and analytic, providing a link to the data elements that together create a comprehensive overview of the practitioners, programs, and children that participate in the state or local CCEE system. The questions build on each other to address key issues facing state and other decision-makers in assessing the landscape for CCEE policies and practices and the impact of initiatives over time.

General analysis recommendations: The analysis recommendations provided are not prescriptive and instead provide users with suggested approaches to analyzing data elements to address the Linkages Questions. There are multiple ways the elements could be used to answer a particular question; therefore, these analysis recommendations are illustrative, not comprehensive. The analysis recommendations do not guide users on how to perform inferential statistics. Users who are unfamiliar with inferential statistics will need to collaborate with a statistical analyst to perform more sophisticated analyses.

Topic: Analysis recommendations for newly added Linkages Questions include the topic that is associated with the policy question:

- Documenting access
- Challenges and bright spots in access and outcomes
- Real time data elements to understand CCEE supply and demand
- Improving data to understand the CCEE workforce
- Documenting the immediate and ongoing effects of the COVID-19 pandemic on CCEE

Policy Priority Area: Analysis recommendations for all Linkages Questions have an associated policy priority area:

- Access
- Subsidy
- Workforce

There is also an indication of relevant access dimensions when applicable:

- Affordability
- Meets Parents' Needs
- Reasonable Effort, and
- Supports Child's Development

Description: Each linkage question includes a high-level overview in simple terms

Sample Linkage Question Structure

What are the characteristics of children who are suspended and/or expelled from CCEE programs?

Topic: Challenges and bright spots in access and outcome

Policy Priority Area: Access

Description: Answering this question can provide insights into what groups of children are more or less likely to experience exclusionary discipline in CCEE programs. To answer this question, identify children who have experienced suspension or expulsion from CCEE program sites and analyze data about their characteristics in the aggregate. Differences in exclusionary discipline patterns for children enrolled in CCEE programs with varying characteristics may also be of interest and may be identified by linking child and family level information to site level information.

General analysis recommendation

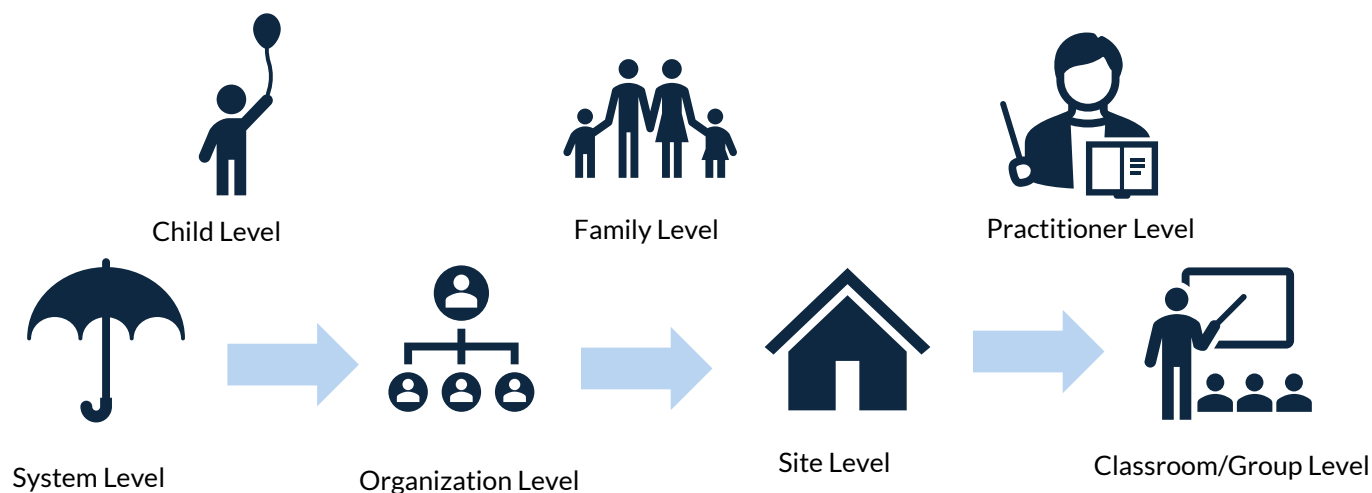
Identify children who experienced suspensions or expulsions from CCEE programs

The data element **Reason for removal from program** is a **Child Level** data element that contains field names detailing the disciplinary actions experienced by children in CCEE settings, including “OSS (Out of School Suspension) less than 10 days,” “OSS (Out of School Suspension) greater than 10 days,” “ISS (In School Suspension) less than 10 days,” “ISS (In School Suspension) greater than 10 days,” and “Expulsion.” Children who were suspended and/or expelled can be identified by selecting children who have “Yes” values indicated in the option set for the “OSS less than 10 days,” “OSS greater than 10 days,” “ISS less than 10 days,” “ISS more than 10 days,” and “Expulsion” fields.

Dictionary of Common Data Elements

The Dictionary is a list of data elements that provides information on elements to collect and how to structure them in a database so that the recommended analysis from the Linkages Questions can be performed as described.

The data elements in the Dictionary are organized by Level:



Program sites are commonly referred to as programs. A site could be a single child care center, family child care, or a school-based program. Organizations are several program sites governed or managed by a central group. Organizations typically oversee multiple sites (e.g. Head Start), school-based program sites or chains of child care centers.

The data elements are also organized by category:



The Dictionary includes the following information:

Data element: Data elements represent data concepts rather than a standalone variable name such that an element sometimes represents several different variables. This most commonly occurs in cases where the element is similar to a “check all that

apply” type of concept. In those cases, there is one data element to represent the concept and several variable field names to represent each of the possible options. Elements that correspond to data elements in the Common Education Data Standards are designated with a “CE.” It is expected that states and localities may collect data elements in which the content and structure align with what is recommended in the Dictionary, but the names differ.

Reporting requirements: Many of the data elements in the Dictionary can be used to answer questions on several required reports for federal funding. Below each element name (within the same cell) is a list of the requirements using that data element. The requirements included in the Dictionary are:

A=ACF 801 Case-level reporting Form

B=ACF 800 Annual Aggregate Child Care Data Form

C=ACF 901 American Rescue Plan (ARP) Stabilization Grants Provider-Level Data Form

I = The Individuals with Disabilities Education Act (IDEA) Part B and C Reporting Requirements

P= Head Start Program Information Report

Q=Quality Performance Report

CE=Common Education Data Standards

Definition: A detailed explanation of the data element is included in the definition. If the element includes the option to check all categories that apply, the categories are listed in the definition.

Field Name: The field name provides a recommended variable name for the data element. For elements including a “check all that apply” option, field names are included for each category listed in the definition.

Variable Type: There are five variable types in the Dictionary: Alphanumeric, Date, Numeric (which includes binary, categorical and continuous variables), Time, and U.S. Currency.

Option Set: For categorical variables where only one option can be selected, the categories are listed under Option Set. For categorical variables where more than one option can be selected (i.e., “check all that apply”), multiple fields will be listed in the field name, but the option set will always be “Yes” and “No” (listed once for simplicity). Therefore, each field within the data element would be coded as its own field with a “yes” or “no” response.

Most of the data elements in the Dictionary will be collected on regular schedules; whether it is every year, every other year, or any time the information changes. When possible, it is important to preserve historical data to allow for analysis of change over time. New data that is collected for an element should not permanently overwrite the existing data.

The Dictionary is intended to serve as a guide to the data elements that would ideally be collected about young children, practitioners, and program sites. Many states and localities are likely already collecting some of these data elements in a way that may be different from what is recommended in the Dictionary. The elements as they are presented are not prescriptive. States and localities may differ from what is suggested so that their data more closely align with their unique needs. The “How to Use” section of this document provides more information on how best to prioritize building a customizable list of common data elements.

How to use the Linkages Guide and Dictionary of Common Data Elements

The questions in this Guide are divided into topical areas. They include descriptive questions about children, families, CCEE programs, and the CCEE workforce in the state or locality. Many of these questions can be used to assess patterns and trends and to identify particular needs in the CCEE system. Other questions relate specifically to initiatives in the state, such as quality improvement initiatives or provision of supports to improve CCEE access for families, and the outcomes that result from those initiatives.

The primary steps in using this document are:



Use the Linkages Guide to identify questions that are a priority for the state or locality.



Review the list of data elements in the Dictionary and compare it to data collected in the state or locality to identify which data are collected and accessible, which are not being collected, or which are being collected by another agency or organization but are not shared or accessible.



Develop and implement a plan to collect data elements that are not being collected that are needed to address high priority questions or reporting needs or to develop data sharing strategies in cases where data elements are not shared or accessible.



Perform the suggested or alternative analysis using the recommended data elements.



Use the results of the analysis to answer questions of interest and to help develop additional questions.



Identifying Linkages questions

To identify the highest priority questions, it may be helpful to convene a group of advisors representing multiple perspectives. These perspectives should include those with lived experience using and working in the CCEE system who can review and prioritize the topical areas and Linkages Questions according to current conditions and already-identified priorities. The descriptive questions that can provide a portrait of children, practitioners, and programs and any differences that exist within sub-populations are a useful starting point.



Identifying relevant data elements

When a question of interest has been identified, the next step is to review the hyperlinked data elements for the levels and categories of elements required to answer that question. For questions with mainly descriptive analyses, a few examples of possible analyses are provided (although there are many additional analyses that could also be completed). Use the Dictionary of Common Data Elements to identify more specific information about each element. Follow the hyperlinks in the analysis recommendations to the Dictionary to locate information like field name, variable types, and the options set.



Developing a data collection plan

If a question recommends using a data element that is not currently collected, develop a plan for how that element will be collected in the future or identify and use a data element that can be used as a proxy instead. For example, if family income is not available to determine the number of families with incomes below federal poverty level, enrollment in publicly-funded health insurance programs can be used as a proxy variable if available, due to the income eligibility restrictions of these programs. Developing a plan for collecting a new data element is often a long-term and intensive strategy that could take months or years to implement. Revising the question and using an alternative element can be done in the near term while a long-term plan is being implemented. Likewise, cases in which data elements are collected but are not shared or accessible also require time, planning, and relationship building to facilitate access or data sharing. Note that this Toolkit does not provide guidance on how to collect the data elements, where and how to store them, or how to develop data sharing strategies. Those decisions are at the discretion of individual states and localities.

When collecting or processing data for analysis, it is important to adhere to data security standards in order to protect the personally identifiable information (PII) of children, families, and the CCEE workforce. Stewardship of PII should be considered when developing data collection and analysis plans. This Toolkit does not provide specific guidance on best practices for protecting PII. The U.S. Department of Homeland Security produces the [Handbook for Safeguarding Sensitive PII](#) that can be used to adhere to established data protection standards.



Reviewing analysis recommendations

The general analysis recommendations for each question list the specific data elements required (in bold and hyperlinked) to perform the analysis. The analysis recommendations do not include every possible approach to analyzing the data for a given question; rather, they present one possible or suggested approach. In some instances, one or more sub-questions will need to be answered before the primary question can be answered. When this is the case, the analysis recommendations describe the process of answering each sub-question before describing the final analysis.

The final section of each Linkages question includes a list of any related questions from the Administration for Children and Families (ACF) reporting form 218, Quality Progress Report (QPR), that can be answered using the data elements listed. Each QPR question is identified by its number in the QPR and the full QPR question.¹⁷ Similar to the general data analysis recommendations, the specific data elements required to answer each QPR question are included in the analysis recommendations.



Using analysis results

Once an analysis of the question has been performed, the results can be used to inform decision-making and additional questions that might be asked. If the initial question was a descriptive one, the analysis and results may lead to more in-depth questions that examine a specific descriptive result using more sophisticated analysis techniques.

INQUIRE Data Toolkit Update 2023, Part 1: Linkages Guide

A Guide to Linking Policy, Monitoring, and Evaluation Questions

Overview of Policy Questions

Children: Descriptive

1. What are the characteristics of children birth to age 12 in the state who are enrolled in a child care and early education (CCEE) program site?
2. What are the characteristics of children ages birth to 12 years old receiving CCDF subsidies in the state/territory/locality?
3. How does child attendance vary by characteristics of the child, family, program and community (e.g., family income, community poverty)?
4. What are the characteristics of children who are suspended and/or expelled from CCEE programs?
5. What percentage of subsidy-eligible enrolled children receive a child care subsidy?

Children: Access to high-quality child care and early education

6. What percentage of children in the state/territory/locality are enrolled in high-quality CCEE, by child characteristics?
7. What number/percentage of children receiving financial support not including subsidies (e.g., scholarships, reduced fees) are enrolled in high-quality CCEE?
8. How do the characteristics of children enrolled in CCEE program sites differ across quality levels?
9. How many children are currently on a waitlist for high-quality CCEE?

Families: Decision-making about child care and early education

10. What family characteristics or other factors are associated with selection/use of CCEE programs with specific characteristics?
11. What are the characteristics of families that use information about CCEE provided by the Quality Rating and Improvement System (QRIS)?
12. How do parent-reported barriers to enrolling children in high-quality CCEE program sites (e.g., cost, location, and transportation) vary by family and community characteristics (e.g. family income, community poverty)?

Practitioners: Descriptive

13. What are the characteristics of CCEE workforce members?
14. What are the characteristics of CCEE workforce members who received a Child Development Associate (CDA) credential in the past year?
15. What number and percentage of CCEE workforce members have a special education credential and/or experience working with children with disabilities?
16. How many CCEE workforce members are supported through CCDF-funded family child care networks?
17. What is the average compensation of CCEE workforce members by personal characteristic, role/position, and CCEE program context?

Practitioners: Change over time

18. What factors are associated with changes in CCEE workforce members' qualifications?
19. What is the stability of the CCEE workforce over time?
20. How did CCEE workforce member wages and benefits change during the COVID-19 pandemic?
21. What are the characteristics of CCEE workforce members who left the CCEE field during the COVID-19 pandemic?

Practitioners: Linkages with quality

22. How do CCEE workforce members working in CCEE program sites at different levels/tiers of quality vary on key characteristics including language spoken, highest level of education attained, tenure, and hourly wage?
23. How do key CCEE workforce member characteristics relate to specific dimensions of quality at CCEE program sites?
24. How does the number and percentage of CCEE workforce members that completed training on state Early Learning Guidelines or Standards vary by Quality Rating and Improvement System (QRIS) participation?
25. What types of financial assistance are used to support professional development for the CCEE workforce in programs that participate in the Quality Rating and Improvement System (QRIS)?

Program sites: Descriptive

26. What are the characteristics of CCEE program sites in the state/territory/locality?
27. What are the characteristics of CCEE program sites that receive technical assistance on an annual basis?
28. What percentage of licensed programs offer full-time care that aligns with a variety of workday schedules including daytime, evening and weekend hours?
29. What is the total licensed capacity by age group (infant, toddler, preschool, school-age)?
30. What is the ratio of licensed capacity to child population (birth to age5) across different geographic regions of the state?

Program sites: Linkages with quality

31. What is the number/percentage of CCEE program sites participating in the Quality Rating and Improvement System (QRIS)?
32. What is the distribution of CCEE program sites across quality levels in the Quality Rating and Improvement System (QRIS)?
33. Compared to programs that are not enrolled in the Quality Rating and Improvement System (QRIS), do QRIS program sites differ on key characteristics including program type, funding, or director qualifications?
34. How are CCEE program sites participating in the Quality Rating and Improvement System (QRIS) distributed geographically?
35. What types of family engagement activities are offered by programs participating in the Quality Rating and Improvement System (QRIS) at different quality rating tiers?
36. What are the characteristics of programs that received quality improvement grants and/or stabilization funds?
37. What percentage of quality rated programs serve at least one child receiving subsidies?

Program sites: Change over time

38. Do the Quality Rating and Improvement System (QRIS) ratings of child care and early education program sites increase over time?
39. What factors are associated with increased quality of CCEE program sites over time as measured in the Quality Rating and Improvement System (QRIS)?
40. How did enrollment and/or enrollment capacity change for programs that were awarded stabilization grants during the COVID-19 pandemic?
41. How many CCEE programs entered and exited the market during the COVID-19 pandemic?
42. How are permanent program closures distributed across CCEE program types and settings during the COVID-19 pandemic?

Analysis Recommendations

Children: Descriptive

**Note: Children should be connected to their families, practitioners, program sites, and organizations by their Child ID. IDs should be used in every analysis as the primary way to prevent duplication of records. For analyses that require elements at more than one level (e.g. child and practitioner), IDs must be used for both children and practitioners to ensure that neither is double counted in the analysis.*

1. What are the characteristics of children birth to age 12 - in the state who are enrolled in a child care and early education (CCEE) program site?

Policy priority area: Descriptive

Description: Answering this question can provide insights into what groups of children are more or less likely to be in CCEE programs. This can be helpful for identifying underserved communities. To answer this question, identify children enrolled in CCEE program sites and analyze data about their characteristics in the aggregate.

General analysis recommendation

Identify child level characteristics of interest

A full list of data elements that could be used to describe the characteristics of children ages birth to 12 in the state can be found in the [Child Level](#) set of data elements in this document. The categories of elements related to children are: [Identification](#); [Demographics](#); [Screening, Disability, and Health](#); and [Early Care and Education Experiences](#). While a multitude of descriptive analyses could be performed to better understand children under 12 in the state, examples of a few of these analyses are provided below. For each of the examples, further analyses could be conducted to understand patterns for subgroups of children. For example, additional analysis could examine trends for children by age (birth to 3, 3 to 5, 5 and older) using the data element [Child Birth Date](#) or by geographic region in the state using the element [Child Address-County](#).

Example 1. How many children in the state are enrolled in an early care and education program?

Use the data elements [Program Participation Start Date](#) and [Program Participation Exit Date](#) to determine how many children in the state are currently participating in an early care and education program. Children with a Start Date but no Exit Date are considered to be currently participating; children with an Exit Date and no new Start Date are not currently receiving care. Total the number of children with a Start Date but no Exit Date for the denominator for other analyses related to children in ECE programs.

Example 2. What percentage of children enrolled in an early care and education program in the state experience homelessness?

Using the data element, [Child Homeless Status](#), select for those children ([Child ID](#)) with a “Yes” and divide by the total number of children that are enrolled in ECE programs. The [Child Homeless Status](#) data element refers to a child’s current status. This data element can be used for a point in time analysis or over multiple time periods to determine if a child has ever experienced homelessness or has experienced homelessness at a specific time point of interest in the past.

Example 3. What are the most common developmental delays among children in the state in ECE programs?

The data element, [Primary Type of Disability](#), provides an indication of the number of children that have certain types of developmental delays. The options in this data element are not mutually exclusive; a child can have more than one type of delay. Any option that is indicated “Yes” means a child was identified as having that delay during a developmental evaluation. For each field, calculate the total number of children with that type of delay by totaling the number of “Yes” responses. The developmental delay with the most “Yes” responses is the most commonly reported developmental delay among children in the state. To calculate the percentage, divide each field by the total number of children in the state that are enrolled in ECE programs.

2. What are the characteristics of children birth to age 12 years old receiving CCDF subsidies in the state/territory/locality?

Policy priority area: Subsidy; Affordability (Access Framework)

Description: Answering this question helps identify which children in the state are using subsidies. Looking at patterns of subsidy use across children can, for example, help identify potential barriers to subsidy use for particular groups of children. To answer this question, child level information can be used to identify children receiving CCDF subsidies and analyze data about their characteristics in the aggregate. To include information about family and site characteristics, child level information can be linked to family and site level information.

General analysis recommendation

Identify children receiving CCDF subsidies

To identify children receiving CCDF subsidies, use the data element [Financial Support Type](#) and select those children with “Child Care Development Fund” indicated in the option set.

Identify child level characteristics of interest

A full list of data elements that could be used to describe the characteristics of children under 12 that receive CCDF subsidies in the state can be found in the [Child Level](#) set of data elements in this document. The categories of elements related to children are: [Identification](#); [Demographics](#); [Screening, Disability and Health](#); and [Early Care and Education Experiences](#).

Analyze CCDF subsidy participation by child characteristics of interest

While a multitude of descriptive analyses could be performed, examples of a few of these analyses are provided below. For each of the examples, further analyses could be conducted to understand patterns for subgroups of children. For example, additional analysis could examine trends for children by age (birth to 3, 3 to 5, 5 and older) using the data element [Child Birth Date](#) or by geographic region in the state using the element [Child Address-County](#).

Example 1. How many children in the state are receiving CCDF subsidies?

Total the number of children with a “Yes” response for the data element [Financial Support Type-Child Care Development Fund](#). Use this number as the denominator for the analyses described below.

Example 2. What number/percentage of children who receive CCDF subsidies have health insurance?

To answer this question, identify children that have both a CCDF subsidy and health insurance. First, to isolate children with CCDF subsidies, use the data element [Financial](#)

[Support Type](#) and select those children with a “Yes” response for the field “Child Care Development Fund.” Next, use the data element [Health Insurance Coverage](#) to determine the number of those children ([Child ID](#)) with health insurance by assigning a code “0” to the “Yes” responses for the category “None” and another code “1” for each of the types of health insurance. Add the 1’s for each of the categories. Children with a value of one or more do have health insurance, those with a zero do not. Total the number of children with both a “Yes” response for “Child Care Development Fund” and a code of one or more for Health Insurance Coverage for the number of children with both. Divide that number by the total number of children with a “Yes” response for the data element [Financial Support type-Child Care Development Fund](#) for the percentage.

Example 3. What kinds of early intervention services are children with CCDF subsidies receiving?

Select those children with a “Yes” for the category of “Child Care Development Fund” in the data element [Financial Support Type](#). Use the data element [Early Intervention or Special Education Services Received](#) to determine the types of services children with developmental delays are receiving. There are 17 non-mutually exclusive types of services a child could receive, each indicated with a “Yes” when a child receives that type of service. To report the frequency of these services, divide the number of children with a “Yes” response for any of the fields by the total number of children with a “Yes” response for any of the fields for the element [Early Intervention or Special Education Services Received](#).

3. How does child attendance vary by characteristics of the child, family, program, and community (e.g., family income, community poverty)?

Topic: Documenting Access

Policy priority area: Access; Reasonable Effort (Access Framework)

Description: Early attendance can impact student learning in later grades and prevent loss of instructional time.¹⁸ Answering this question can help identify attendance patterns for children with different characteristics and focus efforts to improve attendance. To answer this question, identify enrolled children’s personal, family, and community characteristics along with their attendance data from the CCEE programs they attend. Differences in attendance patterns for children enrolled in CCEE programs with varying characteristics may also be of interest and may be identified by linking child and family level information to site level information.

General analysis recommendation

Identify the number of days each child was in attendance

A variety of factors may be correlated with a child’s attendance in their CCEE program. Attendance is recorded in the [Child Level](#) data element [Number of Days in Attendance](#).

Identify child characteristics of interest

A full list of data elements that could be used to describe the characteristics of children under 12 in the state can be found in the [Child Level](#) set of data elements in this document. Attendance data can be linked to the [Family Level](#) and [Site Level](#) data elements using the [Family ID](#) and [Site ID](#). If community variables are of interest, [Child Level](#) data can be filtered by geographies of interest using [Child Address](#) and compared to community characteristics using U.S. Census and American Community Survey (ACS) data, such as community poverty at the county level.

Analyze child attendance patterns by child characteristics of interest

Example 1. *Is there a difference in average days in attendance between children who reside in rural areas compared to those that reside in urban areas?*

To identify whether the child resides in a rural or urban area, use the “City” field name from the [Child’s Address](#) data element in conjunction with information from the U.S. Census or ACS. The Census provides an urban classification to areas that meet population or housing density criteria. Areas that have a population of at least 5,000 people (or 2,000 housing units) are classified as urban. Rural areas are defined as those that are not urban (populations less than 5,000 people or areas with less than 2000 housing units).¹⁹ Population size data for all cities, towns, and census designated places (unincorporated areas) are available by state. Obtain population size data from the U.S. Census or most recent ACS and designate each city, town, and census designated place with an urban or rural designation based on the population for each. The [Number of Days in Attendance](#) data element can then be used to determine the number of days a child was present when an early learning program was in session. The total [Number of Days in Attendance](#) for children can be averaged for urban and rural areas. The two averages can be compared to each other to identify any differences in attendance.

Alternatively, attendance can be further categorized to identify children who are chronically absent. Chronic absenteeism is defined as missing 10 percent or more of school days during the school or program year.²⁰ Each child can be linked to their corresponding early learning program using the [Child ID](#) and [Site ID](#) data elements. First, determine the total number of days an early learning program is in session by multiplying the numerical value for the [Days Available Per Week](#) data element by the numerical value of the [Weeks Available Per Year](#) data element. Once the total number of days an early learning program is in session has been calculated, multiply that value by 0.1. Subtract the numerical value for the [Number of Days in Attendance](#) data element from the calculated total days a program is in session to determine the number of days absent per child; a positive value would indicate that the child is not chronically absent, and a negative value would indicate that the child is chronically absent. Assign a chronically absent designation (e.g., “1” for chronically absent and “0” for not chronically absent) for children whose days absent are ten percent or greater of the total days a program is in session. The total number of chronically absent children can then be summed and disaggregated by urban or rural residence.

Example 2. *Do programs that provide any opportunity for parents to be involved see a higher average attendance than programs that do not?*

The data element [Program Provides Parent Involvement Opportunities](#) is listed in the [Site Level](#) data elements section of the data dictionary in this document. The related fields in the [Program Provides Parent Involvement Opportunities](#) data element describe the different ways in which a program can allow a parent to be involved in their child’s activities or kept informed about the program at large (e.g., Parent Feedback, Parent Conferences). Each program can be coded to indicate if the program provides at least one opportunity for parental involvement. Assign programs that provide any opportunities for parent involvement a numeric value of “1,” and those that do not a numeric value of “0.” [Child Level](#) data can be linked to [Site Level](#) data using the [Child ID](#) and [Site ID](#). Disaggregate data by this calculated parental involvement variable and average the values in the [Number of Days in Attendance](#) data element to answer this question.

4. What are the characteristics of children who are suspended and/or expelled from CCEE programs?

Topic: Challenges and bright spots in access and outcomes

Policy priority area: Access

Description: Answering this question can provide insights into what groups of children are more or less likely to experience exclusionary discipline in CCEE programs. To answer this

question, identify children who have experienced suspension or expulsion from CCEE program sites and analyze data about their characteristics in the aggregate. Differences in exclusionary discipline patterns for children enrolled in CCEE programs with varying characteristics may also be of interest and may be identified by linking child and family level information to site level information.

General analysis recommendation

Identify children who experienced suspensions or expulsions from CCEE programs

The data element [Reason for removal from program](#) is a [Child Level](#) data element that contains field names detailing the disciplinary actions experienced by children in CCEE settings, including “OSS (Out of School Suspension) less than 10 days,” “OSS (Out of School Suspension) greater than 10 days,” “ISS (In School Suspension) less than 10 days,” “ISS (In School Suspension) greater than 10 days,” and “Expulsion.” Children who were suspended and/or expelled can be identified by selecting children who have “Yes” values indicated in the option set for the “OSS less than 10 days,” “OSS greater than 10 days,” “ISS less than 10 days,” “ISS more than 10 days,” and “Expulsion” fields.

Identify child and family level characteristics of interest

Characteristics from [Child Level](#) and [Family Level](#) data elements can be selected for analysis depending on the characteristics of interest. [Primary Type of Disability](#) is an example of a [Child Level](#) data elements that may be of interest in answering this question. [Family Income](#) and [Guardian’s Highest Level of Education](#) are examples of [Family Level](#) data elements that may be of interest as well. A full list of [Child Level](#) and [Family Level](#) data elements can be found in the data dictionary of this document.

If family characteristics are of interest for analysis, [Child Level](#) and [Family Level](#) data elements can be linked together using [Child ID](#) and [Family ID](#). The characteristics of interest for children with values in any of these four fields can be used to answer this question.

Example 1. Is there a difference in proportion of children suspended by gender?

To answer this question, group by the [Child Gender](#) data element and note the total count ([Child ID](#)) of each value type. Then, filter the data to only include children who have a “Yes” response to a [Reason for Removal from Program](#) field that corresponds to being suspended. Note the total count ([Child ID](#)) of children who were suspended by each [Child Gender](#) value type. For each gender category, divide the children suspended by the total children to obtain the proportion.

Example 2. Is there a difference in the proportion of expulsions experienced by children enrolled in different types of CCEE programs?

To answer this question, use the [Child Level](#) data elements [Early Childhood Program Type Enrollment](#) and [Reason for Removal from Program](#). The field names for the [Early Childhood Program Type Enrollment](#) data element include program types such as Head Start, Public Preschool and Private Preschool, among others. The option set for each field name/program type is either “Yes” or “No.” An example of the coding that could be used is assigning a “1” to “Head Start,” a “2” to “Public Preschool,” and so on for each program where the option set for each field name (Program Type) is “Yes.” Once the type of CCEE program in which children are enrolled is organized or coded as desired, calculate the total number of children enrolled by counting the [Child IDs](#) for all children in the dataset. Then calculate the number of children who experienced expulsions from their CCEE program by counting the [Child IDs](#) for children that have a “Yes” value in the option set of the expulsion field for the [Reason for Removal from Program](#) data element. The child level data can then be filtered by each program type. Divide the number of children who experienced expulsions by the total number of children enrolled for each program type category and compare the values for all program type categories to determine if there are differences in expulsions between

program types.

5. What percentage of eligible enrolled children receive a child care subsidy?

Topic: Challenges and bright spots in access and outcomes

Policy priority area: Access; Subsidy; Affordability (Access Framework)

Description: Answering this question can identify patterns in child care subsidy usage which can be helpful in targeting outreach and recruitment efforts for child care subsidy programs as well as identifying barriers to child care subsidy access. To answer this question, link child level and family level information to create a dataset that can be filtered by eligibility status for the CCEE subsidy of interest. Identify children who are eligible to receive a subsidy and then determine which of those children are known to receive a subsidy.

General analysis recommendation

Identify children eligible to receive the subsidy of interest

Subsidy eligibility varies based on the type of subsidy and the state-determined qualifying factors. A variety of [Child Level](#) and [Family Level](#) data elements can be used to determine a child's eligibility based on state guidelines, such as [Family Income](#), [Number of People in Family](#), [Parental Employment Status](#), or [Primary Type of Disability](#). To accurately compute if children are subsidy eligible, consult the state's eligibility criteria for child care subsidies. Depending on how complex the eligibility criteria are, coding the data or constructing new variables that reference extant data elements may be a better alternative to filtering the data set.

Identify children receiving the subsidy of interest

The [Child Level](#) data element [Financial Support Type](#) specifies the type of subsidized care received by children. The field names for this data element include Child Care Development Fund (CCDF) among other types of subsidies. The option set is "Yes" or "No" for each subsidy type.

Calculate the percentage of subsidy eligible children receiving the subsidy of interest

To answer this question, first calculate the total number of children in the state who are subsidy eligible by counting [Child ID](#) for all children that meet the state specific eligibility criteria. Then, code the data such that any child who has a response of "Yes" to one of the fields in the [Financial Support Type](#) data element is given a numeric value of "1" and all other children are given a numeric value of "0." To find the percentage, divide the number of children who are receiving any financial support by the total number of children who are subsidy eligible and multiply by 100. Further analysis may be conducted using the [Child Level](#) data element [Reason Receiving Subsidy](#). This data element identifies the reason that makes a subsidy-receiving child eligible for a child care subsidy. This data element includes "Employment," "Training/Education," and "Protective Services," among others, in the option set. Counting the [Child ID](#) for each subsidy receiving child in each option set category can provide further insight into eligibility.

Children: Access to high-quality care

6. What percentage of children in the state/territory are enrolled in high-quality CCEE, by child characteristics?

Policy priority area: Access; Supports Child's Development (Access Framework)

Description: Answering this question can help identify barriers families experience in

accessing high-quality CCEE. To answer this question, identify high-quality CCEE programs. Link site level information to child Level information. Determine how many children are enrolled in the identified high-quality CCEE programs and calculate the percentage of children enrolled in high-quality programs. Differences in the percentage of children enrolled in high-quality CCEE programs by varying characteristics may be of interest for further analysis and can be identified by linking child, family, and site level information.

General analysis recommendation

Identify program sites participating in QRIS

The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state's QRIS by selecting the option "Program site currently participates in the QRIS." Then, use [QRIS Score](#) to capture only those program sites that are at the highest levels of quality, however that is defined by the state (typically, the top one or two levels). For reference, the number of quality levels is detailed in the [System Level](#) data element [QRIS Levels](#).

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to isolate program sites ([Site ID](#)) participating in the state's other quality improvement initiative by selecting the option "Program site currently participates in another QI initiative."

Identify children enrolled in QRIS participating program sites

Once high-quality CCEE programs in the state/territory/locality have been identified, [Site ID](#) and [Child ID](#) can be used to link a program's quality level to the children who attend high-quality rated programs. This allows for the analysis of child characteristics across the previously identified high-quality level of programs. If family characteristics are of interest for analysis, [Family ID](#) and [Child ID](#) can be linked in order to associate family level data elements of interest for children enrolled in quality rated programs. [Primary Type of Disability](#) is an example of a [Child Level](#) data element that may be of interest in answering this question. [Family Income](#) and [Guardian's Highest Level of Education](#) are examples of [Family Level](#) data elements that may be of interest as well. A full list of [Child Level](#) and [Family Level](#) data elements can be found in the data dictionary of this document.

Calculate the percentage of children enrolled in QRIS participating program sites by characteristic of interest

Count the [Child IDs](#) of children with a characteristic of interest (i.e., [Child Gender](#)) that are enrolled in high-quality CCEE. This number can be divided by the total number of children with the characteristic of interest enrolled in a CCEE program to obtain the percentage of children with a characteristic of interest that are enrolled in a high-quality CCEE program.

7. What number/percentage of children receiving financial support not including subsidies (e.g., scholarships, reduced fees) are enrolled in high quality CCEE?

Policy priority area: Affordability (Access Framework); Supports Child's Development (Access Framework)

Description: Answering this question helps identify which children in the state are using financial supports that may be provided directly by CCEE programs. Looking at patterns of financial support use across children can, for example, help identify the extent to which high-quality CCEE programs are improving the affordability of care for families. To answer this question, identify high-quality CCEE programs. Link child level data to site level data to identify children enrolled in high-quality CCEE who are receiving financial supports (not including subsidies). Determine the total number of children enrolled in high-quality CCEE

receiving financial support and calculate the percentage. If child or family characteristics are of interest for further analysis, link family level information to child level information. Analyze data about child, family, and site characteristics of children enrolled in high-quality CCEE who receive financial support in the aggregate.

General analysis recommendation

Identify children receiving financial support for CCEE not including subsidies

Child level information should be connected to program sites through a linkage between [Child ID](#) and [Site ID](#). Use the data element [Financial Support Type](#) and select for children with a “Yes” response for any of the fields (Head Start, Early Head Start, Tribal Head Start, Migrant Head Start, State Head Start, IDEA Part B, IDEA Part C, Title I, Other) for the total number of children receiving support.

Identify children receiving financial support for CCEE who are enrolled in high-quality program sites

The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state’s QRIS by selecting the option “Program site currently participates in the QRIS.” The quality level of a program is indicated in the [QRIS Score](#) data element. QRIS levels may vary across quality rating systems. For example, some QRIS systems may have four quality rating levels, and some might have five. For reference, the number of quality levels is detailed in the [System Level](#) data element [QRIS Levels](#). The system level data element [QRIS Levels](#) does not need to be connected to program sites for this analysis. The range of values from the [QRIS Score](#) data element is sufficient to answer this question.

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to isolate program sites ([Site ID](#)) participating in the state’s other quality improvement initiative by selecting the option “Program site currently participates in another QI initiative.”

Calculate the percentage of children receiving financial support for CCEE not including subsidies

Next, total the number of children that are served at a program site in the top levels of QRIS using the element [QRIS Score](#). To calculate a percentage for each of the fields, divide the number of children in a program at the top tiers of the QRIS by the total number of children receiving financial support.

8. How do the characteristics of children enrolled in CCEE program sites differ across quality levels?

Topic: Challenges and bright spots in access and outcomes

Policy priority area: Access

Description: Answering this question can illuminate barriers for some groups to accessing CCEE programs at different levels of quality. To answer this question, identify CCEE programs at each level of quality. Link site level information to child and family level information to identify children enrolled in programs at each quality level. Analyze enrollment patterns by child and family characteristics of interest.

General analysis recommendation

Identify program sites participating in QRIS

The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state’s QRIS by selecting the option “Program site currently participates

in the QRIS.” The quality level of a program is indicated in the [QRIS Score](#) data element. QRIS levels may vary across quality rating systems. For example, some QRIS systems may have four quality rating levels, and some might have five. For reference, the number of quality levels is detailed in the [System Level](#) data element [QRIS Levels](#). The system level data element [QRIS Levels](#) does not need to be connected to program sites for this analysis. The range of values from the [QRIS Score](#) data element is sufficient to answer this question.

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to isolate program sites ([Site ID](#)) participating in the state’s other quality improvement initiative by selecting the option “Program site currently participates in another QI initiative.”

Identify and analyze child characteristics of interest across program sites at different levels of quality

[Site ID](#) and [Child ID](#) can be used to link a program’s quality level to the children who attend quality rated programs. This allows for the analysis of child characteristics across quality levels of programs. If family characteristics are of interest for analysis, [Family ID](#) and [Child ID](#) can be linked to associate family level data elements of interest for children enrolled in quality rated programs. [PrimaryType of Disability](#) is an examples of a [Child Level](#) data element that may be of interest in answering this question. [Family Income](#) and [Guardian’s Highest Level of Education](#) are examples of [Family Level](#) data elements that may be of interest as well. A full list of [Child Level](#) and [Family Level](#) data elements can be found in the data dictionary of this document.

Example. How many children experiencing homelessness are enrolled in programs that currently participate in QRIS? What proportion of these children are enrolled in high-quality programs?

To answer these questions, first link children to their site of attendance by using [Child ID](#) and [Site ID](#). Filter the data to only show children who have a “Yes” value for the data element [Child Homeless Status](#). Disaggregate this data by the linked [Site Level](#) data element [QRIS Participation History](#) and find the unique count of children whose programs are and are not participating in the QRIS. Compare these values to answer the first question. For the second question, filter the [QRIS Score](#) data element to only show children attending high-quality programs as defined by the QRIS system. To find the proportion, divide the number of children experiencing homelessness who are in high-quality programs by the number of total children experiencing homelessness in QRIS participating programs and multiply by 100.

9. How many children are currently on a waitlist for high-quality CCEE?

Topic: Real time data elements to understand CCEE supply and demand

Policy priority area: Access; Reasonable Effort (Access Framework)

Description: Answering this question can provide information on demand and access to high quality CCEE. To answer this question, link site level information to child level information and determine the number of children who are on a waitlist for any of the identified high-quality programs. Child and family level characteristics may be of interest for further analysis to identify patterns in demand and access to high-quality CCEE for children and families of varying characteristics.

General analysis recommendation

Identify program sites participating in high-quality CCEE

The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state’s QRIS by selecting the option “Program site currently participates in the QRIS.” The quality level of a program is indicated in the [QRIS Score](#) data element. QRIS levels may vary across quality rating systems. For example, some QRIS systems may

have four quality rating levels and some might have five. Use the [QRIS Score](#) data element to capture only those program sites that are at the highest levels of quality, however that is defined by the state (typically, the top one or two levels). For reference, the number of quality levels is detailed in the [System Level](#) data element [QRIS Levels](#).

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to isolate program sites ([Site ID](#)) participating in the state's other quality improvement initiative by selecting the option "Program site currently participates in another QI initiative".

Identify the number of children on a waitlist for high-quality CCEE

Once high-quality CCEE programs in the state/territory/locality have been identified, the [Child Level](#) data element [Referral Outcome](#) can be used to identify children who were referred to programs and are currently on a waitlist system-wide or for a particular program. The [Referral Outcome](#) data element is an indication of the status of the child's enrollment in the CCEE program they were referred to. The option set for this data element includes "Enrolled," "Waiting List," and "Parent Declined Referral." Sum the number of children ([Child ID](#)) with "Waiting List" referral outcomes for programs at each quality level.

Families: Decision-making about child care and early education

**Note: Families should be connected to their children, practitioners, program sites, and organizations by their Family ID. IDs should be used in every analysis as the primary way to prevent duplication of records. For analyses that require elements at more than one level (e.g. child and family), IDs must be used for both children and families to ensure that neither is double counted in the analysis.*

10. What family characteristics or other factors are associated with selection/use of CCEE programs with specific characteristics?

Policy priority area: Access; Reasonable Effort (Access Framework); Meets Parents' Needs (Access Framework)

Description: Information about family preferences and factors that influence their decisions on CCEE is typically collected through a survey of families. Answering this question can provide information about the aspects of CCEE programs different families prioritize or how family CCEE choices may be restricted based on a variety of factors. To answer this question, link family level information to site level information and analyze data on family choice by family and site level characteristics of interest. Note that analyzing family characteristics in the context of CCEE program selection may reflect families' experiences with CCEE programs and systems rather than the influence of individual characteristics on CCEE program selection. Analysts should take this into consideration when interpreting analysis.

General analysis recommendation

Identify family and site level characteristics of interest

The types of factors that could influence family decisions about CCEE options include demographic characteristics (e.g., income, parent education, etc.), knowledge/awareness of a QRIS, use of a QRIS, and personal preferences for choosing a program site. Below are some examples of analyses that could be performed to examine how these factors influence families' selection of care. Information on program sites and families can be connected through [Family ID](#) and [Site ID](#). A variety of data elements can also be used to create subgroups of families including family characteristics and/or program characteristics. Linking families to program sites allows the stratification of family preference information by type of

program and any other program characteristic of interest. These elements could include [Year Schedule](#), [Early Childhood Setting](#), and [Cultural/Linguistic Diversity](#) in addition to other program characteristics.

Analyze the association of characteristics of interest with selection/use of CCEE

Example 1. Do families with higher levels of awareness of QRIS have children in programs at higher QRIS levels?

Use the data element [Parent Knowledge of the QRIS](#) and create two groups from the categories “Parent recognizes the name of the QRIS” and “Parent doesn’t recognize the QRIS name.” Families and program sites should be connected through [Family ID](#) and [Site ID](#). Use the data element [QRIS Score](#) to isolate those program sites with quality ratings at the highest levels. The number of levels that are considered high-quality will depend on the state definitions. Divide the total number of families in the category “Parent recognizes the name of the QRIS” who also have children served at program sites that are high quality by the total number of families with data for the element [Parent Knowledge of the QRIS](#). Perform this same operation for the other category and compare the percentages to see which is higher.

Example 2. Do families with higher levels of satisfaction with their child care arrangements experience more stability in their arrangements?

Use the data element [Parent Satisfaction](#) and create two groups of families ([Family ID](#)): those that are “Highly” or “Somewhat Satisfied” (code as “1”) and those that are “Somewhat Unsatisfied” or “Very Unsatisfied” (code as “2”). Link the family information to the child’s information using [Child ID](#). Link child information to program level information using [Site ID](#). A child may be concurrently enrolled in several programs. Multiple enrollments for the same child should not necessarily be interpreted as a change in child care arrangement. Children who have entry dates for one program only can be coded as “0.” Children with no program [Exit Date](#) for all enrollments or with a program exit date that is greater than the child’s entry date for a different program can also be coded “0.” This group of children did not experience a change in child care arrangements. To identify children in the dataset who experienced a change in child care arrangements, assign a code of “1” to children that have a program exit date that is less than or equal to the child’s [Child Entry Date](#) for a different program ([Site ID](#)). This identifies children who exited a program and entered another. Calculate the total number of children ([Child ID](#)) in each coded child group for families coded as “1” and for families coded as “2” for levels of satisfaction earlier. These can then be divided by the total number of children in each of the two satisfaction groups to obtain the percentage of children in each group that did and did not experience a change in child care arrangements.

11. What are the characteristics of families that use information about CCEE provided by the Quality Rating and Improvement System (QRIS)?

Policy priority area: Access; Reasonable Effort (Access Framework)

Description: Answering this question can identify differences in QRIS use and help in planning family outreach strategies related to QRIS awareness and use. Information about family knowledge and use of QRIS can be collected through a survey of families.

General analysis recommendation

Information about families’ QRIS familiarity typically comes from a survey or interview of families conducted on a regular basis (yearly, bi-yearly, etc.) by the state or an external evaluator. Below are some examples of analyses that could be performed to answer this question. A full list of data elements related to family characteristics can be found in the [Family Level](#) data element section of the data dictionary in this Toolkit.

Example 1. What is the most common Highest Level of Education among families that use the QRIS compared to families that don’t use the QRIS?

For the data element [Parent Use of QRIS](#), create a group of families ([Family ID](#)) that indicate either “Parent has used the QRIS to review (but not select) programs” or “Parent has used

the QRIS to select an early care and education program.” This group of families has used the QRIS. Next, create a group of families that have not used the QRIS with the categories “Parent is not aware of the QRIS” and “Parent is aware of the QRIS but has not used it for an early care and education search.” This group has not used the QRIS. Total the total number of families at each of the eight education levels in the data element [Guardian’s Highest Level of Education](#) for both categories (used and not used the QRIS). Divide the total number of families at each education level for families who did not use QRIS by the total number of families who did not use the QRIS. Repeat this calculation for families who have used the QRIS. Identify the most common highest level of education category (highest percentage) for families in each of the QRIS use categories and compare.

Example 2. Are families that are knowledgeable about QRIS more likely to have children enrolled at a program site with a QRIS rating than families with no knowledge of the QRIS? Use the categories in the data element [Parent Awareness of the QRIS](#) to create two groups of families, “Parent does not recognize the name of the QRIS” and “Parent recognizes the name of the QRIS.” For the sub-group of families that are knowledgeable about the QRIS: divide the number of families that have children enrolled in a program site ([Site ID](#)) that is participating in the QRIS ([QRIS Participation History](#)) by the total number of families with children at all program sites. For the subgroup of families that has no knowledge of the QRIS: divide the number of families that have children enrolled in a program site ([Site ID](#)) that is participating in the QRIS ([QRIS Participation History](#)) by the number of families with children enrolled in a QRIS program site by the total number of families with children at all program sites. Compare the percentages between these two groups (knowledgeable about the QRIS, no knowledge) for differences.

12. How do parent-reported barriers to enrolling children in high-quality CCEE program sites (e.g., cost, location, and transportation) vary by family and community characteristics (e.g., family income, community poverty)?

Topic: Documenting Access

Policy priority area: Access; Reasonable Effort (Access Framework); Meets Parents’ Needs (Access Framework)

Description: Information on factors associated with barriers to enrollment in high quality CCEE can help policymakers focus on policies that address differences in access. Data on barriers to enrollment in high quality programs can be collected through qualitative methods such as parent interviews or family surveys. Child, family, and community level information can then be used to analyze the data by characteristics of interest.

General analysis recommendation

Identify parent reported barriers to QRIS use

Data obtained from a parent interview or survey can be used to determine parents’ assessment of the barriers to enrolling their children in high quality care. The individual fields in the data element [Barriers to QRIS Use](#) (e.g. cost, convenience, quality) can be totaled to determine the most common barriers parents report.

Calculate the percentage of families who identified each particular barrier to QRIS use of interest

Sum the “Yes” values for each category to determine the most common barriers reported by parents. To obtain a percentage, divide each category by the total number of families responding, found by obtaining a unique count of the [Family ID](#) element for families who responded to the survey.

Analyze parent reported barriers to QRIS use by family and community characteristics of interest

[Barriers to QRIS Use](#) can be stratified by child and family characteristics to determine which barriers are more commonly experienced by families with characteristics of interest (e.g., families with low incomes). A full list of data elements that could be used to describe the characteristics of children and families can be found in the [Child Level](#) and [Family Level](#) sets of data elements in this document. If surveying families currently enrolled in CCEE programs, existing [Family IDs](#) and [Child IDs](#) can be used to link survey value data to child and family characteristics that may already be available for analysis through programmatic data collection. If existing family characteristic data is not available, parent surveys can be assigned a survey ID and [Family ID](#) to facilitate the disaggregation of information on barriers to high-quality care enrollment and to avoid duplication. In this case, data on child and family characteristics can be collected through the survey instrument.

Information on community characteristics (e.g., rural vs urban community) can provide further insight into which barriers to high-quality care enrollment are more commonly experienced by families in predetermined geographic areas. The U.S. Census and the American Community Survey (ACS) are examples of sources of publicly available data on community characteristics that can be analyzed at the national, state, county, census block and census tract level as well as by legislative district and American Indian reservation boundaries. If surveying families currently enrolled in CCEE programs, existing [Family IDs](#) and [Child IDs](#) can be used to link survey value data to the [Child Address](#), which can be coded or categorized to identify the corresponding community or geographic area of interest. If existing address/location data is not available for families, it can be collected through the survey instrument either by asking for an address directly or asking respondents to select their community (e.g., county) from a list of choices.

Example 1. How do parent-reported barriers to enrolling children in high-quality CCEE program sites vary by county poverty rate?

County level poverty rates can be obtained through the U.S. Census or ACS. ACS Table S1701²¹ provides an estimate of the count and percentage of people, including those under 5 years old, living in poverty. These can be analyzed at the county level by selecting “county” from the geography filters. The “county” field of the [Child Address](#) data element can be linked to the [Family Level](#) data elements using the [Family ID](#). For each county, sum the “Yes” responses to the fields in the [Barriers to Using QRIS](#) data element to find the most common barriers.

Example 2. What are the most commonly reported barriers to enrolling children in high-quality CCEE programs for families with an active-duty military parent?

Using the data element [Parent Military Status](#), select for those families with a value of “Active Duty.” Then sum the “Yes” responses to the fields in the [Barriers to Using QRIS](#) data element to find the most common barriers.

Practitioners: Descriptive

**Note: Practitioners should be connected to children, families, classrooms, program sites, and organizations by their Practitioner IDs. IDs should be used in every analysis as the primary way to prevent duplication of records. For analyses that require elements at more than one level (e.g., child and practitioner), IDs must be used for both children and practitioners to ensure that neither is double-counted in the analysis.*

13. What are the characteristics of CCEE workforce members?

Policy priority area: Workforce

Description: Understanding the characteristics of the CCEE workforce can help identify

challenges and opportunities regarding CCEE workforce member wages, benefits and professional development. It can also provide valuable information about the characteristics of workforce members in relation to the characteristics of the families and children they serve. This question can be answered by linking practitioner and site level information. If family and child level characteristics are of interest, these can be linked to site and practitioner level information.

General analysis recommendation

A full list of elements that could be used to describe the characteristics of practitioners is listed in the [Practitioner Level](#) set of elements in this document. The categories of practitioner level elements include: [Identification](#); [Demographics](#); [Credentialing/Licensure](#); [Employment](#); [Education](#); [Professional Development](#); and [Work Experience](#). While a multitude of descriptive analyses could be performed, examples of a few of these analyses are provided below. Examples 2 and 3 show the ways in which data elements can be combined to understand patterns for subgroups of practitioners. Other subgroup analyses could include by [Child Care Years of Experience](#), [Early Childhood Degree Holder](#), or [Practitioner Gender](#).

Example 1. Of practitioners with an early childhood credential, what number/percentage of them have a CDA? Total the number of practitioners ([Practitioner ID](#)) with a “Yes” for the data element [Early Childhood Credential](#) for the category, “Child Development Associate.” Divide the number of practitioners with a CDA by the total number of practitioners with any type of credential for the percentage of credentialed practitioners with a CDA.

Example 2. On average, how many hours are Assistant Teachers working in a week? Select the practitioners with a “Yes” response for the category “Assistant Teacher” in the data element [Staff Classification](#). Calculate the average of the data element [Hours Worked per Week](#) of those who responded “Yes.”

Example 3. What number/percentage of Directors have a bachelor’s degree? Select practitioners with a “Yes” response for the category “Administrator” in the data element [Staff Classification](#) to determine the total number of administrators. Total the number of administrators that have indicated “bachelor’s degree” for the data element [Degree or Certificate Type](#) for the total number of administrators with a bachelor’s degree. Divide this number by the total number of administrators for the percentage.

Related QPR-specific questions and analysis recommendations

2.3.1 Please report on total number of staff in licensed child care programs with the following qualification levels (CDA, Associate’s degree, bachelor’s degree, State child care credential, State infant toddler credential, Unable to report).

To ascertain the number of practitioners that have a CDA or State/Territory Credential, total the number of practitioners ([Practitioner ID](#)) with a “Yes” for the data element [Early Childhood Credential](#) for each of the categories (Child Development Associate, State-Administration/Director Credential, State-Infant/toddler Credential, State-Preschool Credential, State-School-age Credential, State-Teacher Certification/Licensure, State-Special Education Credential). Add all State credentials for the total number of State/Territory credentials. Next, use the data element [Degree or Certificate Type](#) and sum the number of practitioners with a “Yes” response for the categories Associate’s Degree, bachelor’s Degree, and Graduate/Advanced Degree.

2.3.2 Please report on the total number of staff in licensed CCDF child care programs with the following qualification levels (CDA, Associate’s degree, bachelor’s degree, State child care credential, State infant toddler credential, Other).

To answer this question, repeat the analysis described above for QPR question 2.3.1 The [Site](#)

[Level](#) data element [Type of Funding](#) can be used to filter the dataset to only select those providers employed at program sites that receive CCDF funding. This can be accomplished by selecting only the program sites that have a “Yes” indicated in the option set for the “CCDF” field.

14. What are the characteristics of CCEE workforce members who received a Child Development Associate (CDA) credential in the past year?

Topic: Improving data to understand the CCEE workforce

Policy priority area: Access; Workforce; Supports Child’s Development (Access Framework)

Description: Understanding the CCEE workforce can help identify challenges and opportunities regarding the CCEE workforce member wages, benefits, and professional development. It can also provide valuable information about the characteristics of workforce members in relation to their wages and professional experience. This question can be answered by using practitioner level information. In addition, site level characteristics such as early childhood setting or professional development funding availability can be linked to practitioner level information.

General analysis recommendation

Identify CCEE workforce members who received a CDA credential

CCEE workforce members can obtain several types of credentials. A commonly recognized one is the Child Development Associate (CDA) credential. To identify CCEE workforce members who have obtained a CDA in the last year, the [Early Childhood Credential](#) data element can be used. CCEE Workforce members who have a CDA are identified with a “Yes” value in the option set for the CDA field of this data element.

Identify CCEE workforce members who received a CDA credential in the past year

The date value in the [Credential Issuance Date](#) data element will determine if the CDA was obtained within the last 12 months.

Identify and analyze workforce member characteristics of those identified as having received a CDA in the past year

Examples of data elements pertaining to provider characteristics include [Child Care Years of Experience](#) in the early childhood field and others. A list of [Practitioner Level](#) data elements that could be used to examine the characteristics of these workforce members can be found in the data dictionary of this Toolkit.

Example 1: What is the average hourly wage of a CCEE workforce member who received a CDA credential in the past year?

To answer this question, first limit the data to only CCEE workforce members who received a CDA credential in the past year. Select only those with a “Yes” value in the option set for the CDA field of the [Early Childhood Credential](#) data element and select those with a value for [Credential Issuance Date](#) data element within the past year. Once the data set is limited, take the average of the values of the [Hourly Wage](#) data element.

Example 2: Was a CCEE workforce member more likely to obtain a CDA credential in the past year if they were a part of a professional organization or association?

To answer this question, split workforce data into two groups based on the option set value of the data element [Professional Association Membership Status](#). CCEE workforce members that are members of a Professional Association are indicated with a “Yes” value. Note the count of [Practitioner ID](#) for individuals in each group. Next, find the number of CCEE workforce members who received a CDA credential in the past year as suggested in the

analysis recommendation above. Divide the number of practitioners who obtained a CDA in the past year by the total number of practitioners for each professional association group and compare the results.

Related QPR-specific questions and analysis recommendations

2.3.1 Please report on total number of staff in licensed child care programs with the following qualification levels (CDA, Associate's degree, bachelor's degree, State child care credential, State infant toddler credential, Unable to report).

To ascertain the number of practitioners that have a CDA or State/Territory Credential, total the number of practitioners ([Practitioner ID](#)) with a "Yes" for the data element [Early Childhood Credential](#) for each of the categories (Child Development Associate, State-Administration/Director Credential, State-Infant/toddler Credential, State-Preschool Credential, State-School-age Credential, State-Teacher Certification/Licensure, State-Special Education Credential). Add all State credentials for the total number of State/Territory credentials. Next, use the data element [Degree or Certificate Type](#) and sum the number of practitioners with a "Yes" response for the categories Associate's Degree, bachelor's Degree, and Graduate/Advanced Degree.

2.3.2 Please report on the total number of staff in licensed CCDF child care programs with the following qualification levels (CDA, Associate's degree, bachelor's degree, State child care credential, State infant toddler credential, Other).

To answer this question, repeat the analysis described above for QPR question 2.3.1 The [Site Level](#) data element [Type of Funding](#) can be used to filter the dataset to only select those providers employed at program sites that receive CCDF funding. This can be accomplished by selecting only the program sites that have a "Yes" indicated in the option set for the "CCDF" field.

15. What number and percentage of CCEE workforce members have a special education credential and/or experience working with children with disabilities?

Topic: Improving data to understand the CCEE workforce

Policy priority area: Access; Workforce; Supports Child's Development (Access Framework); Meets Parents' Needs (Access Framework)

Description: Answering this question can provide insight into the capacity of the CCEE system to address the early care and education needs of children with disabilities. This question can be answered by using practitioner level information. If CCEE program and setting information are of interest, further analysis can be conducted by linking practitioner information to site level information.

General analysis recommendation

Identify CCEE workforce members with a special education credential or experience working with children with disabilities

The [Practitioner Level](#) data elements [Early Childhood Credential](#) and [Years of Experience Children with Disabilities](#) can be used to identify CCEE workforce members with special education credentials and/or experience serving children with disabilities. CCEE Workforce member data can be coded to assign practitioners a numeric value of "1" if the value for the field "CRED_SPECIAL ED" for the [Early Childhood Credential](#) data element is "Yes" or the value of [Years of Experience Children with Disabilities](#) is greater than "0." Assign CCEE workforce members that do not meet either of these criteria a numeric value of "0."

Calculate the percentage of CCEE workforce members with a special education credential or experience working with children with disabilities

Count the [Practitioner ID](#) for CCEE workforce members to get a total number of CCEE workforce members. Count the [Practitioner ID](#) for CCEE workforce members with a coded value of “1” to obtain the total number of CCEE workforce members with a special education credential or experience working with children with disabilities. Divide the number of workforce members with a coded value of “1” by the total number of workforce members and multiply by 100 to calculate a percentage value.

Related QPR-specific questions and analysis recommendations

2.3.1 Please report on total number of staff in licensed child care programs with the following qualification levels (CDA, Associate's degree, bachelor's degree, State child care credential, State infant toddler credential, Unable to report).

To ascertain the number of practitioners that have a CDA or State/Territory Credential, total the number of practitioners ([Practitioner ID](#)) with a “Yes” for the data element [Early Childhood Credential](#) for each of the categories (Child Development Associate, State-Administration/Director Credential, State-Infant/toddler Credential, State-Preschool Credential, State-School-age Credential, State-Teacher Certification/Licensure, State-Special Education Credential). Add all State credentials for the total number of State/Territory credentials. Next, use the data element [Degree or Certificate Type](#) and sum the number of practitioners with a “Yes” response for the categories Associate's Degree, bachelor's Degree, and Graduate/Advanced Degree.

2.3.2 Please report on the total number of staff in licensed CCDF child care programs with the following qualification levels (CDA, Associate's degree, bachelor's degree, State child care credential, State infant toddler credential, Other).

To answer this question, repeat the analysis described above for QPR question 2.3.1 The [Site Level](#) data element [Type of Funding](#) can be used to filter the dataset to only select those providers employed at program sites that receive CCDF funding. This can be accomplished by selecting only the program sites that have a “Yes” indicated in the option set for the “CCDF” field.

16. How many CCEE workforce members are supported through CCDF-funded family child care networks?

Topic: Challenges and bright spots in access and outcomes

Policy priority area: Access; Workforce

Description: CCDF family child care networks offer training, support and other resources to CCEE workforce members employed in family child care homes. Answering this question can inform outreach and recruitment efforts for family child care network participation. To answer this question, site level information can be used.

General analysis recommendation

Identify family child care homes

Answering this question requires identification of family child care homes. This can be accomplished by examining [Site Level](#) information on CCEE program types using the [Early Childhood Program Type Offered](#) data element. The “LFCCH”(Licensed Family Child Care Home) field name for this data element identifies Family Child Care Homes when “Yes” is selected from the option set.

Identify family child care homes which participate in a family child care network

The data element [Family Child Care Network Participation](#) indicates whether a program site participates in a staffed family child care network supported by CCDF funds. Family child care homes participating in family child care networks can be identified by selecting those with “Yes” indicated in the option set for the [Family Child Care Network Participation](#) data

element.

Identify the number of CCEE workforce members who are employed at family child care homes participating in a family child care network

The number of staff in each family child care home participating in a family child care network can be ascertained by adding the values for the [Number of Full Time Staff](#) and [Number of Half Time Staff](#) data elements for each site identified as a Family Child Care Home participating in a family child care network.

Calculate the percentage of CCEE workforce members who are employed at a family child care home participating in a family child care network

The total for each site can then be added together to obtain the total number of workforce members supported through CCDF-funded family child care networks system wide. Additionally, the percentage of staff working in family child care homes that are supported by a family child care network can be calculated by dividing the total number of staff working in family child care homes that are supported through a family child care network by the system wide total of staff members working in all family child care homes.

Related QPR-specific questions and analysis recommendations

5.2 How many staffed family child care networks operated during the last fiscal year?

To obtain the number of staffed family child care networks supported by CCDF funds, the numeric value for the [System Level](#) data element [Family Child Care Network](#) can be used. This data element indicates the number of staffed family child care networks supported by CCDF funds system wide.

17. What is the average compensation of CCEE workforce members by personal characteristic, role/position, and CCEE program context?

Topic: Improving data to understand the CCEE workforce

Policy priority area: Workforce

Description: Understanding the CCEE workforce can help identify challenges and opportunities regarding CCEE workforce member wages, benefits and work experience. It can also provide valuable information about the characteristics of workforce members in relation to the characteristics of the program sites which employ them. This question can be answered by linking practitioner and site level information.

General analysis recommendation

Calculate the average compensation for CCEE workforce members

The compensation of CCEE workforce members is detailed in the data element [Hourly Wage](#). If finding yearly compensation is of interest, multiply [Hourly Wage](#) by [Hours Worked per Week](#) and by [Weeks Employed per Year](#) for each practitioner.

Analyze the average compensation for CCEE workforce members by role

These compensation numbers can be analyzed in combination with a variety of [Practitioner Level](#) data elements to see how average compensation differs. A list of [Practitioner Level](#) data elements that may be of interest for this analysis may be found in the data dictionary of this toolkit. The role or position of CCEE workforce members can be identified by using the [Staff Classification](#) data element. The field values for this data element include administrative support staff, behavioral specialist, and early learning assistant teacher, among others. The role of each CCEE workforce member is identified with a “Yes” value for the appropriate staff classification field.

Analyze the average compensation for CCEE workforce members by early childhood program type and early childhood setting

The [Site Level](#) data elements [Early Childhood Program Type Offered](#), and [Early Childhood Setting](#) can be used to identify the program context or setting for programs where CCEE workforce members are employed. CCEE workforce member data can be associated with corresponding site level information using [Practitioner ID](#) and [Site ID](#). Average compensation for CCEE workforce members working in different roles, programs, and settings can then be compared.

Analyze the average compensation for CCEE workforce members by other characteristics of interest

Example 1: Does the average hourly wage of a CCEE workforce member differ by years of experience in early childhood settings? To answer this question, identify the length of CCEE workforce members' experience in early childhood settings by using the numerical value for the [Years in Field](#) data element. A correlation analysis can be conducted using the [Hourly Wages](#) for CCEE workforce members and years of experience to determine the strength of the association between the two. Alternately, the [Child Care Years of Experience](#) values can be grouped into categories of interest. For example, less than one year, one to five years and more than five years. Then, the average [Hourly Wage](#) for CCEE workforce members can be compared based on those categories.

Example 2: Do CCEE workforce members who have more years of experience earn a higher hourly wage across different early childhood settings?

Split practitioner data into groups based on the [Type of Setting](#) of the program they are employed in and run a correlation analysis between [Years in Field](#) and [Hourly Wage](#) for each group.

Practitioners: Change over time

18. What factors are associated with changes in CCEE workforce members' qualifications?

Policy priority area: Workforce

Description: Answering this question can help identify opportunities to support CCEE workforce members in advancing their education and career. Practitioner level information can be used to answer this question. Practitioner level information can be linked to site level information to include data on workplace conditions and resources in the analysis.

General analysis recommendation

A number of education and training variables can be used to examine what factors are associated with changes in practitioners' qualifications over time. Below are some examples of analyses that could be performed to determine how certain factors are associated with practitioners' changes in qualifications.

Example 1. Do early childhood bachelor's degree holders earn a higher hourly wage than those who completed a bachelor's degree in a field other than early childhood?

First, create two groups: 1) those with a "Yes" response for the data element [Early Childhood Degree Holder](#) and a "Yes" to the category "bachelor's degree" for the data element [Degree or Certificate Type](#) and 2) those with a "No" response for the data element [Early Childhood Degree Holder](#) and a "Yes" to the category "bachelor's degree" for the data element [Degree or Certificate Type](#). Compare the average [Hourly Wage](#) and the range of wages between the two groups.

Example 2. Do practitioners who receive financial supports participate in more training opportunities?

For each practitioner, create a code “1” for each type of [Financial Supports](#) they are receiving to participate in training and sum the codes. Practitioners’ receipt of financial support can be categorized in a number of ways: receiving no financial support versus having any type of financial support; receiving no financial support; one or two types of financial supports; three or more types of financial support; or continuously from zero to nine types of financial supports. Use the data elements [Number of Training Hours](#) or [Early Childhood Training Hours](#) to see if practitioners with more or any financial supports have completed more training hours (generally or specific to early childhood training).

19. What is the stability of the CCEE workforce over time?

Policy priority area: Access; Workforce

Description: Answering this question can contribute to information on workforce retention in a state. To answer this question, practitioner level data typically found in state CCEE workforce registries can be used. There are several methods that can be used to ascertain stability over time. The analysis recommendation below details some of those methods.

General analysis recommendation

Practitioner workforce stability is calculated using data from the professional development registry in the state in which the practitioners are employed. Often, only a subset of practitioners have professional development information in their state’s Registry. This method of calculating workforce stability is specific to only those practitioners with data in a Registry system.

Workforce stability by practitioner, by year can be captured by calculating:

- The average number of job changes practitioners made while retaining the same job title,
- The total number and percentage of practitioners that made job changes to new positions within the field, and
- The total number and percentage of practitioners that left the field completely.

Calculate the average number of job changes practitioners made while retaining the same job title

To calculate the number of times practitioners changed jobs but retained the same job title, perform the calculation below for each of the job roles for the data element [Staff Classification](#). For each practitioner ([Practitioner ID](#)) in a given role, total the number of [Employment Start Dates](#) for the total number of jobs held by individual practitioners in one year. Average the number of positions per practitioner to calculate the mean for the group. Average the number of positions across each of the staff classifications for the mean for all positions. Data from previous years can be used for practitioners that report no hire or end dates in a given year. If the last reported employment date is a hire date, practitioners are assumed to be employed at the same program sites, in the same positions in each subsequent year until they report a change to their employment status. If the last reported date is an end date, the practitioner is considered to have left the field and is not included in the analysis for the year of interest.

Calculate the number and percentage of practitioners that made job changes to new positions within the field

Some practitioners may appear to have left the field if they report an end date but no other hire date for a position type, when in actuality, they have stayed in the field but moved to a different position type. [Staff Classification](#) is the primary data element used to determine

when practitioners move to a different type of position within the field. When practitioners report “Yes” to more than one classification category within a year they are considered to have moved to a different position within the field. For practitioners that report only one classification in a year, compare this to the position type from the previous year to determine if the new position is different from the previous one. Practitioners that report no hire or end dates for the year of interest are considered to be still employed in the job with the position type they last held. Total the number of practitioners that changed positions across all staff classifications and divide by the total number of practitioners for the percentage of practitioners who made job changes to new position types within the field.

Calculate the number and percentage of practitioners that left the field completely

To calculate the number of practitioners that left the field entirely, total the number of [Employment Start Dates](#) and [Employment End Dates](#) and subtract the total end dates from the start dates for each practitioner. Practitioners with more hire than end dates are still working in the field, while those with the same or more end than hire dates have left the field. When practitioners report no hire or end dates for the year of interest, data from previous years needs to be included in the analysis. If the last employment activity reported by a practitioner is a hire date, the practitioner is still working in the field. If the last reported employment activity is an end date, it is only included in the calculation for the year in which it occurred. Divide the total number of practitioners that left the field by the total number of practitioners in the field for the percentage of practitioners that have left the field.

20. How did CCEE workforce member wages and benefits change during the COVID-19 pandemic?

Topic: Documenting the immediate and ongoing effects of the COVID-19 pandemic on CCEE

Policy priority area: Workforce; COVID-19 response

Description: Answering this question can provide information on the impact of the COVID-19 pandemic on CCEE workforce member wages and benefits. This question can be answered with practitioner level information. Further analysis can be conducted by linking practitioner level information to program site level information to analyze changes in wages and benefits by site characteristics such as early childhood program setting.

General analysis recommendation

Determining a date span for a time period of interest during the COVID-19 pandemic is critical to this question. For example, March 11th, 2020, could be used as the start date, as this is when the World Health Organization (WHO) declared COVID-19 a pandemic.²² The Centers for Disease Control and Prevention issued the COVID-19 Public Health Emergency declaration to end the pandemic on May 11th, 2023.²³ One option is to use this date to mark the end of the pandemic. Other options could include using the dates when a state implemented lockdowns or quarantines for infected individuals and when quarantine or mask mandates were lifted, or other relevant policies were enacted in the state.

Identify CCEE workforce members employed before and during the COVID-19 pandemic

Use the [Employment Start Date](#) and [Employment End Date](#) data elements to identify workforce members who were employed during the predetermined timeframe of interest.

Average and compare the hourly wages for all CCEE workforce members in the data set

Obtain values for the [Hourly Wage](#) data element reported on the most recent date before the state determined the beginning date of the pandemic. Compare the average of [Hourly Wage](#) for all CCEE workforce members reported prior to the start of the pandemic to those reported most recently to identify any changes in wages during that time.

Identify and compare employee benefits for CCEE workforce members

There are multiple ways to analyze benefit data. One method could be to give all fields in the [Full-Time Employee Benefits](#) data element a numeric value of “1” if the response is “Yes” and calculate the number of total benefits before and after the pandemic. Another method is to focus on specific benefits, such as “Paid Leave” or “Insurance.” Count the [Practitioner ID](#) of workforce members that have these benefits now and did not have them before the pandemic by filtering the data to show the number of CCEE workforce members with pre-pandemic “Paid Leave” and “Insurance” values of “No” and the number of CCEE workforce members with post-pandemic “Paid Leave” and “Insurance” values of “Yes.”

21. What are the characteristics of CCEE workforce members who left the CCEE field during the COVID-19 pandemic?

Topic: Documenting the immediate and ongoing impacts of the COVID-19 pandemic on CCEE

Policy priority area: Workforce; COVID-19 Response

Description: Answering this question can provide information on the impact of the COVID-19 pandemic on the CCEE workforce. It can also determine how exits of CCEE workforce members affected certain sectors of the CCEE system. This question can be answered with practitioner level information. Further analysis can be conducted by linking practitioner level information to program site level information to analyze changes in wages and benefits by site characteristics such as early childhood program setting.

General analysis recommendation

Determining a date span for a time period of interest during the COVID-19 pandemic is critical to this question. For example, March 11th, 2020, could be used as the start date, as this is when the World Health Organization (WHO) declared COVID-19 a pandemic.²⁴ The Centers for Disease Control and Prevention issued the COVID-19 Public Health Emergency declaration to end the pandemic on May 11th, 2023.²⁵ One option is to use this date to mark the end of the pandemic. Other options could include using the dates when a state implemented lockdowns or quarantines for infected individuals and when quarantine or mask mandates were lifted, or other relevant policies were enacted in the state.

Identify CCEE workforce members who ended employment during the pandemic

The [Employment End Date](#) data element can be used to determine which CCEE workforce members left the CCEE field during the pandemic. Once pandemic date parameters are established, CCEE workforce members whose employment ended during the pandemic can be identified by determining if the [Employment End Date](#) is between the defined dates for the pandemic duration.

Identify CCEE workforce members who left the CCEE field during the pandemic

Within this subset of CCEE workforce members, each individual can be assigned a numerical value of “1” if the value of the option set for the “Change in Field of Work” field for the [Reasons for Leaving](#) data element is indicated as “Yes.” All other reasons in the option set can be coded with a numerical value of “0.”

Analyze the characteristics of CCEE workforce members who left the CCEE field during the pandemic

Next, [Practitioner Level](#) data elements of interest can be used to analyze the characteristics of CCEE workforce members who were assigned a numerical value of “1” (left the early childhood field) during the pandemic. A full list of [Practitioner Level](#) data elements that may be of interest for analysis can be found in the data dictionary for this Toolkit.

Example 1: Did a smaller percentage of CCEE workforce members who hold an early childhood degree leave the field during the pandemic as compared to those that do not hold an early childhood degree?

To answer this question, first group CCEE workforce data by the response to the data element [Early Childhood Degree Holder](#). “Yes” responses can be coded with a numerical value of “1” and “No” responses can be coded with a numerical value of “0.” Count the Practitioner ID of workforce members to obtain the number of workforce members in each group. Then, code the data to indicate whether or not the practitioner left the field during the pandemic. To find the percentage, divide the number of workforce members who left during the pandemic by the total number of workforce members for each degree holder group and multiply by 100.

Practitioners: Linkages with quality

22. How do CCEE workforce members working in CCEE program sites at different levels/tiers of quality vary on key characteristics including language spoken, highest level of education attained, tenure, and hourly wage?

Policy priority area: Access; Workforce; Meets Parents’ Needs (Access Framework); Supports Child’s Development (Access Framework)

Description: Answering this question can help provide insight into the variation in CCEE workforce characteristics across sites as well as help CCEE leaders understand differences in professional development opportunities and compensation among CCEE programs at different levels of quality. To answer this question, practitioner level information can be linked to site level information after identifying sites that participate in quality initiatives.

General analysis recommendation

Identify program sites participating in QRIS

Select programs with indicated “Active” category in the option set for the [Operational Status](#) data element to include only programs currently in operation. The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state’s QRIS by selecting the option “Program site currently participates in the QRIS.” The quality level of a program is indicated in the [QRIS Score](#) data element.

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to isolate program sites ([Site ID](#)) participating in the state’s other quality improvement initiative by selecting the option “Program site currently participates in another QI initiative.”

Organize program site information into QRIS tiers

Separate program sites into quality categories by using the data element [QRIS Score](#). The number of QRIS levels will vary by state, so determining the number of levels at the top tiers is an individual decision left to the states. For each of the calculations below, create categories of quality such as High/Low or High/Middle/Low and compare the characteristics for each category.

Identify CCEE workforce members employed at QRIS program sites at each QRIS tier

Identify the CCEE workforce members who were employed at the QRIS program sites identified in the previous step by linking Practitioner Level information to Site Level information using [Practitioner ID](#) and [Site ID](#).
Analyze Workforce Member Characteristics for those Employed at Each QRIS Tier

Highest Level of Education: Using the data element [Degree or Certificate Type](#), calculate the most common degree level by dividing the total number of “Yes” responses for each degree type by the total number of practitioners with a “Yes” response for any of the types. The degree type with the highest percentage is the most common degree. Compare across each of the quality categories.

Average Annual Compensation: Use the data elements [Hourly Wage](#), [Hours Worked per Week](#) and [Months Worked per Year](#) to calculate annual compensation for each workforce member. First, calculate the number of hours worked per year by multiplying the number of [Hours Worked per Week](#) by four to obtain the number of hours worked in a month. Then, multiply the hours worked per month by the [Months Worked per Year](#) to obtain the total number of hours worked per year. Multiply this number by the [Hourly Wage](#). Average the annual compensation for all workforce members by summing the total of annual compensation by all workforce members and dividing by the total number of workforce members. Compare across each of the quality categories. Average hourly wage may also be a variable of interest.

Tenure: Average the data element [Years in Field](#) and compare across each of the quality categories.

Language Spoken: The Common Education Data Standards (CEDS) provides a list of most languages other than English a practitioner might speak. This list is the data element [Practitioner: Language Code](#). Choose the languages most common in the state and total the number of “Yes” responses for those languages. Compare across each of the quality categories.

23. How do key CCEE workforce member characteristics relate to specific dimensions of quality at CCEE program sites?

Policy priority area: Workforce; Supports Child’s Development (Access Framework)

Description: Answering this question can provide information on the impact of professional development for CCEE workforce members on site level measures of quality. To answer this question, link practitioner level information to site level information after identifying program sites participating in quality initiatives.

General analysis recommendation

Identify CCEE workforce member skills and education

Gauging practitioners’ skills can be done using data elements such as [Degree or Certificate Type](#), [Early Childhood Degree Holder](#), [Practitioner Training](#), [Early Learning Core Knowledge Area](#), [Early Childhood Training Hours](#), [Technical Assistance Hours](#), [Technical Assistance Focus](#), and [Child Care Years of Experience](#).

Compare the skills and education of CCEE workforce members at each QRIS tier

Skill and education characteristics are then compared to the quality of the program site where the practitioner is employed. Comparisons can be made between these characteristics and a program site’s rating ([QRIS Score](#)) or the dimensions of quality used to determine the overall rating (e.g. [Curriculum](#), [Use of Assessment](#), [Program Administration Scale Items](#), [CLASS Average](#), [ECERS-R Average](#)). The elements used to analyze dimensions will depend on the unique set of QRIS indicators in each state.

Example 1. Do practitioners that receive technical assistance focused on improving teacher-child interactions score higher on the Instructional Support domain of the CLASS?

Use the data element [Technical Assistance Focus](#) and create two groups of practitioners:

those who indicated “Yes,” that they have received TA related to “Improving teacher child interactions,” and those that indicated “No.” Compare the averages of the two groups for the data element [CLASS](#) and the category “Instructional Support.”

24. How does the number and percentage of CCEE workforce members who completed training on state Early Learning Guidelines or Standards vary by Quality Rating and Improvement System (QRIS) participation?

Topic: Improving data to understand the CCEE workforce

Policy priority area: Workforce; Supports Child’s Development (Access Framework)

Description: State Early Learning Guidelines (or Standards) describe the skills and outcomes for young children. These can guide programs and CCEE workforce members in developing instruction tailored to meeting children’s developmental needs. Some states incorporate Early Learning Guidelines in their quality improvement initiatives such as QRIS, and some do not. Answering this question can help determine if differences in training on the Early Learning Guidelines vary by program sites’ participation in quality initiatives. To answer this question, link practitioner level information to site level information after identifying each program’s sites QRIS participation status.

General analysis recommendation

Identify CCEE Program Sites Participating in QRIS

The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state’s QRIS by selecting the option “Program site currently participates in the QRIS.” The quality level of a program is indicated in the [QRIS Score](#) data element.

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to isolate program sites ([Site ID](#)) participating in the state’s other quality improvement initiative by selecting the option “Program site currently participates in another QI initiative.”

Categorize QRIS participation for all CCEE program sites

To answer this question, identify programs participating in the QRIS with a numerical value of “1” and those that do not participate in the QRIS with a numerical value of “0.”

Identify CCEE workforce members employed at CCEE program sites in each QRIS participation category

The QRIS participation status can be associated with CCEE workforce members by linking [Practitioner ID](#) to the [Site ID](#) of the program that employs each CCEE workforce member. Count the [Practitioner ID](#) of CCEE workforce members in both QRIS participation categories.

Identify CCEE workforce members employed at CCEE program sites who received training on early learning guidelines

Calculate the number of CCEE workforce members who received training on State Early Learning Guidelines or standards by counting the [Practitioner ID](#) for workforce members that have a value of “State early learning guidelines” from the option set of the [Practitioner Training](#) data element.

Calculate the percentage of CCEE workforce members who received training on State Early Learning Guidelines in each QRIS participation category

To find the percentage of CCEE workforce members who received training on State Early Learning Guidelines in each QRIS participation category, divide the number of state guideline trained practitioners by the total number of practitioners employed by a QRIS participating

program and multiply by 100. Then divide the number of state guideline trained practitioners by the total number of practitioners employed by programs that do not participate in the QRIS and multiply by 100.

25. What types of financial assistance are used to support professional development for the CCEE workforce in programs that participate in the Quality Rating and Improvement System (QRIS)?

Topic: Improving data to understand the CCEE workforce

Policy priority area: Access; Workforce

Description: Answering this question can provide insight into how professional development is being funded in QRIS participating programs and to potentially identify differences between the types of financial support available by different program sites. To answer this question, link participant level information to site level information after identifying program sites participating in the QRIS.

General analysis recommendation

Identify CCEE program sites participating in QRIS

The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state's QRIS by selecting the option "Program site currently participates in the QRIS." The quality level of a program is indicated in the [QRIS Score](#) data element.

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to isolate program sites ([Site ID](#)) participating in the state's other quality improvement initiative by selecting the option "Program site currently participates in another QI initiative."

Identify CCEE workforce members employed at CCEE program sites participating in QRIS

Link site level information for sites identified as participants in QRIS to workforce level data by using [Site ID](#) and [Practitioner ID](#).

Identify the financial supports used for professional development at QRIS participating program sites

Use the [Financial Supports](#) data element to identify what types of financial assistance support staff's professional development. Fields in this data element include "Salary Bonus," "Wage Enhancement," and "Tuition Reimbursement," among others. Assign the "Yes" responses for each field a value of 1 and assign a value of 0 to "No" responses for each field value. Sum each field to determine which financial supports are the most common among QRIS participating programs. Further analysis can also provide a comparison of the types of financial assistance available to support professional development for the CCEE workforce for programs not participating in the QRIS.

Related QPR-specific questions and analysis recommendations

2.2.1 What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway during the last fiscal year? If available, how many people received each type of support?

Total the number of practitioners ([Practitioner ID](#)) with a "Yes" response for each of the categories of the [Financial Supports](#) data element. The field names that describe each financial support category in the Financial Supports data element include "Salary bonus," "Wage enhancement," "Tuition reimbursement," "Training reimbursement," "Travel," "Child care," "Release time," "Scholarship," "Loan," "Career advisors," "Paid or unpaid leave for professional development," and "Other."

Program sites: Descriptive

**Note: Program sites should be connected to children, families, practitioners, and organizations by their Program site ID. IDs should be used in every analysis as the primary way to prevent duplication of records. For analyses that require elements at more than one level (e.g. practitioner and program site), IDs must be used for both program sites and practitioners to ensure that neither is double counted in the analysis.*

26. What are the characteristics of CCEE program sites in the state/territory?

Policy priority area: Descriptive

Description: Answering this question can provide a better understanding of the CCEE landscape in the state/territory/locality and help identify gaps in the availability of CCEE programs. Site level information can be used to answer this question.

General analysis recommendation

A full list of elements that could be used to examine the characteristics of early care and education programs or program sites is in the [Program site](#) section of the data dictionary. The categories of Program site-level data elements are [Identification](#), [Ages Served](#), [Licensing/Accreditation Information](#), [Program Management](#), [Workplace Policies/Conditions](#), [Funding/Subsidy](#), [Quality Rating and Improvement System \(QRIS\)](#), [Quality Improvement](#), and [Parent Knowledge/Involvement](#). While a multitude of analyses could be performed using these data elements, examples of a few possible analyses are provided below. For each of these examples, further analyses could be conducted to understand patterns for subgroups of program sites. These analyses could be by [Early Childhood Setting](#), [Quality Improvement Participation](#), or [QRIS Score](#).

Example 1. What is the number/percentage of family child care program sites in the state?
Use the data element [Early Childhood Setting](#) and total the “Yes” responses for the category “Family Child Care Home.” Divide that number by the total number of program sites with a response for that element for the percentage of program sites ([Site ID](#)) that are family child cares.

Example 2. What number/percentage of program sites are accredited?
The data element [Accreditation Status](#) indicates whether a program site is “Accredited,” has their “Accreditation in Progress,” or is “Not Accredited.” Select program sites that indicate they are “Accredited” and sum the number of program sites. Divide this number by the total number of program sites with a response for that data element for the percentage.

For program sites that are accredited, the element [Accrediting Organization](#) lists five accrediting organizations. Select one of the organizations, for example, the “National Association for Family Child Care,” and total the number of program sites accredited by that group.

Related QPR-specific questions and analysis recommendations

1.1.1 Enter the total number of child care providers that operated in the state/territory/locality as of the end of the fiscal year.

These counts should include all child care providers, not just those serving children receiving CCDF subsidies. The QPR requires that this information be stratified by program type (licensed or registered center-based programs, license-exempt center-based programs, licensed or registered family child care homes, license-exempt family child care homes, and in-home).

First, identify the providers that were active at the end of the fiscal year (September 30th) with the [Employment Start Date](#) and [Employment End Date](#) data elements. Select practitioners with no [Employment End Date](#), including those with an [Employment Start Date](#) on September 30th of the fiscal year. Exclude practitioners with [Employment Start Dates](#) after September 30th. Second, split practitioners into three groups based on the setting in which they work: family child care, center-based, or license-exempt. Use the data element, [Type of Setting](#), and assign a code “1” for practitioners working in settings that are indicated with a “Yes” for the category “Family Child Care,” code “2” for practitioners at settings that are “center-based (including a school setting),” code “3” for practitioners in “license-exempt” settings, and code “4” for “home-based.” Count the number of providers ([Practitioner ID](#)) in each category.

27. What are the characteristics of CCEE program sites that receive technical assistance on an annual basis?

Policy priority area: Supports Child’s Development (Access Framework)

Description: Technical assistance for CCEE programs can help program sites build capacity to develop high quality early learning practices. Answering this question will help identify challenges and opportunities among program sites’ use of technical assistance. To answer this question, site level information can be used.

General analysis recommendation

Identify CCEE program sites that received technical assistance

Program sites that received technical assistance can be identified by searching for sites with a date assigned in the [Technical Assistance Date](#) data element during the desired time frame.

Describe the types of technical assistance received by CCEE program sites

Several data elements related to the amount ([Technical Assistance Duration](#)), material covered ([Technical Assistance Focus](#)), and the kind of assistance provided ([Technical Assistance Type](#)) can be used to describe the technical assistance program sites ([Site ID](#)) receive. To analyze the amount of TA program sites are receiving, average the data element [Technical Assistance Duration](#). Total the “Yes” responses for each of the categories (e.g. Health and Safety, Mental Health, Inclusion) for the data element [Technical Assistance Focus](#) to determine the material most commonly covered during the provision of TA. Count the “Yes” options for each of the categories in the data element [Technical Assistance Type](#) to determine the most common ways in which TA is provided (e.g., mentoring, coaching, peer-to-peer).

Analyze the characteristics of CCEE program sites that received technical assistance

Site Level data elements that may be of interest for analysis include [Children Receiving Subsidy](#), [Licensed Capacity](#), [Program Site Licensing Type](#), [Early Childhood Setting](#), [Early Childhood Program Type Offered](#), etc. A full list of [Site Level](#) data elements can be found in the data dictionary in this document.

28. What percentage of licensed programs offer full-time care that aligns with a variety of workday schedules including daytime, evening, and weekend hours?

Topic: Real time data elements to understand CCEE supply and demand

Policy priority area: Access; Meets Parents' Needs (Access Framework)

Description: Answering this question can provide information on the amount and type of CCEE services available to families who need programming during non-traditional hours. Site level information can be used to answer this question. Ideally, information about licensed programs is dynamic and updated in real time since the number of licensed programs that are operating in a state or local area can change daily based on program closures and openings. Current data sources are not typically updated in real time to capture these changes. Point-in-time data collected at regular intervals can be used to address this question but will not be as precise. Real time data sources are aspirational as states work toward developing systems and processes that have the capacity to capture changes as they happen to programs (for example, program openings, closings, number of children enrolled, and attendance).

General analysis recommendation

Identify CCEE providers who are licensed and operational

To answer this question, the data element [Site Licensing Status](#) can be used to identify licensed providers. To limit the dataset to include only licensed programs that are active, select programs with indicated "Active" category in the option set for the [Operational Status](#) data element. Count the [Site ID](#) for providers identified as licensed and operational.

Identify licensed CCEE provider hours and days available

[Days Available per Week](#), [Hours Available per Day](#), [Session Start Time](#), and [Session End Time](#) can be used to determine a program site's hours of operation.

Identify licensed CCEE providers who offer care during non-traditional hours

Next, code the data to indicate which programs offer a variety of hours. This could include programs that offer weekend hours according to the [Days Available per Week](#) element, programs that offer more than 8 hours of care per day according to the [Hours Available per Day](#) element, and/or programs offering care during evening hours using the [Session Start Time](#) and [Session End Time](#) data elements. Assign programs a numeric value of "1" if the program offers a variety of hours and "0" if they do not offer a variety of hours. To get the percentage, divide the number of programs who offer a variety of hours by the total licensed programs and multiply by 100.

29. What is the total licensed capacity by age group (infant, toddler, preschool, school-age)?

Topic: Real time data elements to understand CCEE supply and demand

Policy priority area: Access; Reasonable Effort (Access Framework); Meets Parents' Needs (Access Framework)

Description: Answering this question can provide information on the overall availability of CCEE slots for children of different ages. Ideally, total licensed capacity information is dynamic and updated in real time since the number of licensed programs that are operating in a state or local area can change daily based on program closures and openings. Current data sources are not typically updated in real time to capture these changes. Point-in-time data collected at regular intervals can be used to address this question but will not be as precise. Real time data sources are aspirational as states work toward developing systems

and processes that have the capacity to capture changes as they happen to programs (for example, program openings, closings, number of children enrolled, and attendance).

General analysis recommendation

Identify CCEE providers who are licensed and operational

To answer this question, the data element [Site Licensing Status](#) can be used to identify licensed providers. To limit the dataset to include only licensed programs that are active, select programs with indicated “Active” category in the option set for the [Operational Status](#) data element. Count the [Site ID](#) for providers identified as licensed and operational.

Identify the licensed capacity for operational program sites

The [Site Level](#) data element [Licensed Capacity](#) contains fields that provide the total licensed or identified capacity (the maximum number of children a program is licensed to serve) for each CCEE program by age group. The age groups identified in the option set for this data element are “Infant,” “Toddler,” “Preschool,” and “School-age.” To answer this question, sum the value of each [Licensed Capacity](#) age category field for all programs.

30. What is the ratio of licensed capacity to child population (birth to 5) across different geographic regions of the state?

Topic: Real time data elements to understand CCEE supply and demand

Policy priority area: Access; Reasonable Effort (Access Framework); Meets Parents’ Needs (Access Framework)

Description: Answering this question can help identify areas of need in terms of CCEE availability by finding the population of children ages birth to 5 by regions of interest and contrasting that information with the capacity CCEE programs have to serve that age group in each region. To answer this question, site level information can be used along with external data sources providing population estimates. Ideally, total licensed capacity information is dynamic and updated in real time since the number of licensed programs that are operating in a state or local area can change daily based on program closures and openings. Current data sources are not typically updated in real time to capture these changes. Point-in-time data collected at regular intervals can be used to address this question but will not be as precise. Real time data sources are aspirational as states work toward developing systems and processes that have the capacity to capture changes as they happen to programs (for example, program openings, closings, number of children enrolled, and attendance).

General analysis recommendation

Calculate the total child population ages birth to 5

Total child population across a state can be obtained through data sources such as the U.S. Census or American Community Survey (ACS). For example, the ACS Table “Children Characteristics” (Table S0901)²⁶ provides the number total children and the percentage of these children who are under 6 years of age. This data table can be filtered by different geographies of interest. To obtain an estimate of the total population of children under age 6 in a given state, the “Children Characteristics” table can be filtered by the desired state. Multiply the percentage of the total child population that is under 6 years of age by the total number of children in the state to obtain the number of children under 6. The same process can be followed to obtain the value for other geographies of interest, such as county or zip code by filtering for those specific geographies.

Identify CCEE providers who are licensed and operational

To answer this question, the data element [Site Licensing Status](#) can be used to identify

licensed providers. To limit the dataset to include only licensed programs that are active, select programs with indicated “Active” category in the option set for the [Operational Status](#) data element.

Calculate the licensed capacity to serve child ages birth to 5

Find the licensed capacity of providers in the regions of interest by using the [Site Level](#) data elements [Operational Status](#), [Site Address](#), and [Licensed Capacity](#). Group the [Site Level](#) data by geography of interest by using the field values for the [Site Address](#) data element, such as city, zip code, or county. The field values for the [Licensed Capacity](#) data element distinguish capacity numbers by “Infant,” “Toddler,” “Preschool,” and “School-age” groups. To obtain the total licensed capacity for children ages birth to 5, sum up the values for the “Infant,” “Toddler,” and “Preschool” age groups for each geographic area of interest.

Calculate the ratio of licensed capacity to child population ages birth to 5

Divide the total child population ages birth to 5 by the total licensed capacity for children ages birth to 5 for each geographic area of interest to find the ratio of licensed capacity for children ages birth to 5 to children under 5 years of age. This calculation assumes that children ages 3-5 years old are included in the “Preschool” category for licensed capacity. The ages included in the preschool age category may vary from state to state and may require additional information to obtain the total licensed capacity for children ages birth to 5.

Program sites: Linkages with quality

31. What is the number/percentage of CCEE program sites participating in the Quality Rating and Improvement System (QRIS)?

Policy priority area: Access; Reasonable Effort (Access Framework); Meets Parents’ Needs (Access Framework); Supports Child’s Development (Access Framework)

Description: Answering this question can identify patterns in the types of programs that choose to participate in QRIS (when participation is voluntary). These patterns can be useful for targeting outreach and recruitment or for identifying barriers to participating in QRIS. To answer this question, use site level information to identify the total number of CCEE programs in operation and the total number of CCEE programs participating in QRIS.

General analysis recommendation

Identify CCEE program sites that are operational

To calculate the percentage of CCEE program sites participating in the QRIS, first identify program sites currently in operation by selecting program sites with “Active” indicated in the option set for the data element [Operational Status](#).

Identify CCEE program sites that participate in QRIS

Then, select and total the number of operational programs sites ([Site ID](#)) participating in the QRIS with “Program site currently participates in the QRIS” indicated in the option set for the [QRIS Participation History](#) data element.

Calculate the percentage of CCEE program sites that participate in QRIS

Divide the total number of program sites currently participating in the QRIS by the total number of operational program sites.

To calculate the number of CCEE program sites participating in a quality improvement initiative other than QRIS, use the data element, [Quality Improvement Participation](#), select

the program sites that indicate “Program site currently participates in another QI initiative” and divide by the total number of operational program sites.

Related QPR-specific questions and analysis recommendations

4.2.1 What types of providers participated in the QRIS or other system of quality improvement during the fiscal year?

The QPR requires that this information be stratified by program type (i.e., licensed child care centers, license-exempt child care centers, licensed family child care homes, license-exempt family child care homes, in-home). Use the [Site level](#) data element [Program Site Licensing Type](#) to assign a license type to each provider (unlicensed, licensed, exempt). Use the [Early Childhood Setting](#) (i.e., home-based, community-based, center-based, center-based for children with special needs, family child care, multi-setting and locally designed) and [Early Childhood Program Type Offered](#) (i.e., Head Start, Early Head Start, Migrant Head Start, Tribal Head Start, Public Preschool, Private Preschool, etc.) and [Type of Funding](#) (CCDF) data elements to assign a setting type to each program. Assign a code to each of the QPR-specified categories using the license type and setting for each program site. (i.e., “1” for licensed child care centers, “2” for license-exempt child care centers, “3” for licensed family child care homes, “4” for license-exempt family child care homes, and “5” for home-based).

To calculate the number of ECE program sites participating in the QRIS, use the element [QRIS Participation History](#), select the program sites ([Site ID](#)) that indicate “Program site currently participates in the QRIS” and divide by the total number of program sites with data for that element. Repeat this process for each QPR-specified category.

To calculate the number of ECE program sites participating in a quality improvement initiative other than QRIS, use the element [Quality Improvement Participation](#), select the program sites that indicate “Program site currently participates in another QI initiative” and divide by the total number of program sites with data for that element. Repeat this process for each QPR specified category.

32. What is the distribution of CCEE program sites across quality levels in the Quality Rating and Improvement System (QRIS)?

Policy priority area: Access; Reasonable Effort (Access Framework); Meets Parents’ Needs (Access Framework); Supports Child’s Development (Access Framework)

Description: Answering this question can provide insight into the number of QRIS participating sites at each quality level and the types of CCEE programs that are more likely to be designated at different levels of quality. This can help identify which programs may experience barriers in reaching higher quality. To answer this question, use site level information to identify programs participating in the QRIS. Additional site level information, such as early childhood setting, can then be used to analyze patterns of high quality CCEE program distribution.

General analysis recommendation

Identify CCEE program sites that are operational

Identify program sites currently in operation by selecting program sites with “Active” indicated in the option set for the data element [Operational Status](#).

Identify CCEE program sites participating in QRIS

Then, select and total the number of operational programs sites ([Site ID](#)) participating in the QRIS with “Program site currently participates in the QRIS” indicated in the option set for the [QRIS Participation History](#) data element. To identify CCEE program sites participating in a

quality improvement initiative other than QRIS, use the data element [Quality Improvement Participation](#), and select the program sites that indicate “Program site currently participates in another QI initiative.”

Determine the distribution of program sites across quality levels

Total the number of program sites at each level using the data element [QRIS Score](#). Divide the number of program sites at each level by the total number of program sites with a quality score for the percentage of program sites at each level. Additional elements, such as [Early Childhood Setting](#) or [Type of Funding](#) can be used to examine the distribution of program sites across quality levels for subgroups of program sites. To determine the distribution of quality levels by type of setting, total the number of program sites ([Site ID](#)) at each quality level for each setting (i.e., home-based, community-based, center-based, center-based for children with special needs, family child care, multi-setting and locally designed) by selecting “Yes” for the setting of interest.

33. Compared to programs that are not enrolled in the Quality Rating and Improvement System (QRIS), do QRIS program sites differ on key characteristics including program type, funding, or director qualifications?

Policy priority area: Access; Reasonable Effort (Access Framework); Meets Parents’ Needs (Access Framework); Affordability (Access Framework); Supports Child’s Development (Access Framework)

Description: Answering this question can provide insight into the characteristics of programs that differentiate QRIS participation. This can help identify which programs may experience barriers to participation (including perceptions that the QRIS will not support the program’s unique features and approaches). To answer this question, use site level information to identify programs participating in the QRIS. Additional site level information, such as early childhood setting, can then be used to analyze patterns of high-quality CCEE program distribution.

General analysis recommendation

Identify CCEE program sites that are operational

Identify program sites currently in operation by selecting program sites with “Active” indicated in the option set for the data element [Operational Status](#).

Identify QRIS participation status for operational CCEE program sites

Using the element, [QRIS Participation History](#), create two groups of program sites ([Site ID](#)); those that indicate “Program site currently participates in the QRIS” and those that indicate either “Program site has never participated in the QRIS” or “Program site previously participated in the QRIS.”

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to identify the participation status of program sites ([Site ID](#)) participating in the state’s other quality improvement initiative by selecting the option “Program site currently participates in another QI initiative.”

Compare the characteristics of CCEE program sites by QRIS participation status

Compare the characteristics of the two participation groups using elements like [Program site Address](#) (geography), [Type of Funding](#) (funding), [Early Childhood Setting](#) (program site type), and [Staff Classification/Degree or Certificate Type](#) (director qualifications).

Geography: Use the individual fields in the data element [Program Site Address](#) to create

geographical areas. The field “County” can be used to create areas within the state that can be compared based on [QRIS Participation History](#). To ascertain how service levels differ by county, divide the number of program sites in a given county with a [QRIS Participation History](#) indicating “Program site currently participates in the QRIS” by the total number of providers in that county.

Funding: There are several different categories of funding within the data element [Type of Funding](#); each indicating a “Yes” anytime a program site receives that type of funding. Total the “Yes” responses for each of the categories of funding and compare between the two participation groups.

Early Childhood Setting: Compare each of the types of settings (e.g. family child care, center-based, home-based, etc.) in the data element [Early Childhood Setting](#) by totaling the “Yes” responses for each type.

Director Qualifications: Using the data element [Staff Classification](#), select for practitioners that indicate “Yes” to the field “Administrator.” Create groups using the fields in the data element [Degree or Certificate Type](#). One possible grouping would be directors without a bachelor’s degree and directors with a bachelor’s or higher. Compare these groups with their program sites’ [QRIS Participation History](#).

34. How are CCEE program sites participating in the Quality Rating and Improvement System (QRIS) distributed geographically?

Topic: Documenting Access

Policy priority area: Access; Meets Parents’ Needs (Access Framework); Reasonable Effort (Access Framework)

Description: Answering this question can help identify areas where high quality CCEE programming may not be available or accessible as well as the most common QRIS ratings for participating programs in any given area. To answer this question, site level information can be used to first identify QRIS participating programs and then to analyze their geographic distribution.

General analysis recommendation

Identify CCEE program sites participating in QRIS

The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state’s QRIS by selecting the option “Program site currently participates in the QRIS.” The quality level of a program is indicated in the [QRIS Score](#) data element.

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to isolate program sites ([Site ID](#)) participating in the state’s other quality improvement initiative by selecting the option “Program site currently participates in another QI initiative.”

Identify location and distribution of QRIS participating CCEE program sites

Once the data have been filtered to only include programs participating in the QRIS, use the program sites’ [Site Address](#) fields to determine how the sites are distributed geographically. Possible ways to do this include grouping by [Site Address - ZIP Code](#) or [Site Address - County](#) and counting the number of programs ([Site ID](#)) in each geographic grouping. Further analysis could use each site’s associated [QRIS Score](#) to ascertain the geographic distribution of quality ratings. Sites that are quality rated and those that are not can both be included in the analysis to gain additional information.

Example 1. *How is the geographic distribution of CCEE program sites participating in the Quality Rating and Improvement System (QRIS) aligned with community poverty?*

To answer this question, the general analysis recommendations above can be followed and enhanced with community level data from the U.S. Census or American Community Survey (ACS). Census and ACS data is available at the national, state, county, census tract and census block level as well as by legislative district and American Indian reservation boundaries. Using the general analysis recommendations above, the geographic distribution of quality rated programs can be analyzed along with community level (county, zip code, etc.) poverty rates from ACS. For example, the poverty rate for each county can be matched to the corresponding count of QRIS participating programs in each county to examine how quality rated programs are distributed in counties with higher poverty rates compared to counties with lower poverty rates.

35. What types of family engagement activities are offered by programs participating in the Quality Rating and Improvement System (QRIS) at different quality rating tiers?

Topic: Challenges and bright spots in access and outcomes

Policy priority area: Access; Meets Parents' Needs (Access Framework)

Description: Family engagement activities offer opportunities for families to feel connected to the CCEE programs their children attend. There are a variety of family engagement activities that CCEE program sites could offer. Identifying the most common types of family engagement activities for each quality rating tier can help identify opportunities to support CCEE programs across the levels to engage families effectively. Site level information can be used to identify QRIS participating programs and the family engagement activities offered by each site at each quality rating tier.

General analysis recommendation

Identify CCEE program sites that are operational

Identify program sites currently in operation by selecting program sites with “Active” indicated in the option set for the data element [Operational Status](#).

Identify QRIS participation status for operational CCEE program sites

Using the element, [QRIS Participation History](#), create two groups of program sites ([Site ID](#)); those that indicate “Program site currently participates in the QRIS” and those that indicate either “Program site has never participated in the QRIS”, or “Program site previously participated in the QRIS.”

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to identify the participation status of program sites ([Site ID](#)) participating in the state’s other quality improvement initiative by selecting the option “Program site currently participates in another QI initiative.”

Identify CCEE program sites at each QRIS rating tier

Organize program sites ([Site ID](#)) by [QRIS Score](#). For reference, the number of quality levels is detailed in the [System Level](#) data element [QRIS Levels](#). The system level data element [QRIS Levels](#) does not need to be connected to program sites for this analysis. The range of values from the [QRIS Score](#) data element for each participating site is sufficient to answer this question. Alternatively, using the value of the [QRIS Score](#) data element, code the data into groups of any desired quality grouping (e.g., high-quality and low-quality categories). *Disaggregate family engagement participation information for QRIS participating program sites*

Once the data is grouped by quality rating score or category, examine the prevalence of different types of family engagement opportunities using the fields for the data element [Program Provides Parent Involvement Opportunity](#). The field names for this data element include “Parent Workshop,” “Parent Conference,” and “Parent Feedback,” among others. The option set for this data element is “Yes” or “No.” The fields can be assigned a numeric value of “1” where the option set category selected is “Yes” or “0” where the option set category selected is “No.” The total value for each type of family engagement activity can be summed to determine which involvement opportunities are the most prevalent for each quality rating score or category.

36. What are the characteristics of programs that received COVID-19 stabilization funds?

Topic: Documenting the immediate and ongoing impacts of the COVID-19 pandemic on CCEE; Documenting Access

Policy priority area: Access; COVID-19 Response

Description: The purpose of COVID-19 child care stabilization funds was to provide financial support to CCEE providers to offset increased operation costs associated with the pandemic so they could continue to provide CCEE services to children and their families. Federal child care stabilization funds were available from October 2021 through September 2023.²⁷ Answering this question can help identify differences in receipt and use of quality improvement grants and COVID-19 stabilization funds. To answer this question, site level information can be used to identify programs that received quality improvement grants or COVID-19 stabilization funds and analyze their site level characteristics of interest.

General analysis recommendation

Critical to this question is determining a date span for a time period of interest during the COVID-19 pandemic. For example, March 11th, 2020, could be used as the start date, as this is when the World Health Organization (WHO) declared COVID-19 a pandemic.²⁸ The Centers for Disease Control and Prevention issued the COVID-19 Public Health Emergency declaration to end the pandemic on May 11th, 2023.²⁹ One option is to use this date to mark the end of the pandemic. Other options could include using the dates when a state implemented lockdowns or quarantines for infected individuals and when quarantine or mask mandates were lifted, or other relevant policies were enacted in the state.

Identify CCEE program sites that received COVID-19 stabilization grants

The data element [Use of stabilization grant](#) indicates if and how a provider used their COVID-19 stabilization grant. The option set for this data element includes fields such as “Personnel Costs,” “Rent/Mortgage/Utilities,” and “Personal protective equipment,” among others. Each option includes a dollar amount value. If a provider did not use stabilization funds for personnel costs, then the value for that personnel costs option is “0.” Using this data element, analyses can investigate what types of programs received stabilization funds as well as what expenditure categories are most common among providers in different CCEE settings.

Analyze CCEE program site characteristics for sites receiving stabilization or quality improvement grants

There are a variety of characteristics that may be of interest when analyzing information related to receipt of quality improvement grants or COVID-19 stabilization funds. The [Early Childhood Setting](#), [Quality Improvement Participation](#), and [Children Receiving Subsidy](#) are examples of data elements that may be of interest for analysis. A full list of program characteristics can be found in the [Site Level](#) set of data elements in this document.

Example 1. What are the most common uses of stabilization grants across program types?

To answer this question, the [Use of Stabilization Grant](#) and [Early Childhood Program Type Offered](#) data elements can be used. The option set items for the [Use of Stabilization Grant](#) data element are the allowable expenditure categories for stabilization grants as described above. Numeric dollar amount values correspond to each option set item for this data element. A new variable can be created to identify if programs used stabilization funds for each of the option set items by coding the numeric dollar amount values that correspond to each option set item. To indicate that a site used stabilization grants in each allowable expenditure category, the new variable can be assigned a value of “1” where the dollar value that corresponds to each option set item is greater than \$0. Each option set item can be coded as “0” where the dollar amount value is \$0 to indicate a site did not spend any stabilization funds in this category. Sum the values of the newly calculated variable corresponding to each of the [Use of Stabilization Grant](#) fields. This will yield the number of programs using stabilization grants in each allowable expenditure category. The allowable expenditure categories for stabilization grants can then be ordered by the number or percentage of programs that used funds in each category in order to determine the most common uses of stabilization grants.

The field names for the [Early Childhood Program Type Offered](#) data element can be used as listed in the data dictionary or can be coded for each program type. The field values include program types such as “Head Start,” “Early Head Start,” “Tribal Head Start,” “Public Preschool,” “Private Preschool,” and “Licensed Family Child Care Home,” among others. For this data element, the option set for each field name is either “Yes” or “No.” An example of the coding that could be used is assigning a “1” to “Head Start,” a “2” to “Public Preschool,” and so on for each program where the option set for each field name (Program Type) is “Yes.” Once the early childhood program type is organized or coded as desired, the most common uses of stabilization funds can then be analyzed by types of early childhood programs.

37. What percentage of programs with a Quality Rating and Improvement System (QRIS) rating serve at least one child receiving subsidies?

Topic: Documenting Access

Policy priority area: Access, Subsidy, Affordability (Access Framework)

Description: Answering this question can provide information on the accessibility of quality rated programs for families whose children receive a child care subsidy. To answer this question, site level information can be used to identify quality rated programs and determine the number of children receiving subsidies that they serve.

General analysis recommendation

Identify CCEE program sites that are operational

[Site Level](#) data elements can be used to answer this question. To limit the dataset to include only programs that are active, select programs with indicated “Active” category in the option set for the [Operational Status](#) data element.

Identify operational CCEE program sites that participate in QRIS

The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state’s QRIS by selecting the option “Program site currently participates in the QRIS.” The quality level of a program is indicated in the [QRIS Score](#) data element.

If the state does not have a QRIS, but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to isolate program sites ([Site ID](#)) participating in the state’s other quality improvement initiative by selecting the option

“Program site currently participates in another QI initiative.”

Calculate the number and percentage of subsidy receiving children enrolled in QRIS participating program sites

Filter the data using the [Children Receiving Subsidy](#) data element to be greater than zero to find the total number of programs that have at least one child receiving a subsidy. Divide this number by the total number of quality rated programs and multiply by 100 to answer this question. Additional [Site Level](#) data elements can be used to conduct further analyses of programs serving children receiving a subsidy by program characteristics of interest such as [Early Childhood Setting](#).

Program sites: Change over time

38. Do the Quality Rating and Improvement System (QRIS) ratings of child care and early education program sites increase over time?

Policy priority area: Descriptive

Description: Answering this question can provide insights about the features of quality that are assessed at each level and to identify the supports needed for CCEE programs to progress to higher levels in QRIS. This information may also be helpful in adjusting quality rating requirements to better differentiate the features of quality at each QRIS level. To answer this question, site level information can be used to identify QRIS participating programs and changes in their QRIS rating over time.

General analysis recommendation

Identify the Quality Ratings of QRIS participating CCEE program sites

Determining whether average quality ratings of program sites ([Site ID](#)) increase from year to year involves first determining the change in the individual program site's [QRIS Score](#). To include only operational programs, select those programs with indicated “Active” category in the option set for the [Operational Status](#) data element. The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state's QRIS by selecting the option “Program site currently participates in the QRIS.” The quality level of a program is indicated in the [QRIS Score](#) data element.

If the state does not have a QRIS but has another quality improvement system or initiative, use the data element [Quality Improvement Participation](#) to isolate program sites ([Site ID](#)) participating in the state's other quality improvement initiative by selecting the option “Program site currently participates in another QI initiative.”

Calculate changes in QRIS ratings

Select the time period desired to calculate a change in score. Rating scores should never be overwritten so there should be a [QRIS Score](#) for every time a program site was rated. If program sites are not rated every year, scores will have to be collapsed across time periods such that it is possible to compare the most recent score with the previous one regardless of what year the rating actually took place.

To calculate the change in scores, subtract the previous [QRIS Score](#) from the current [QRIS Score](#). Negative scores indicate a decrease in rating while positive scores indicate an increase. Divide the number of program sites that increased by the total number of rated sites for the percentage of sites that increased their quality scores. Average the scores across all program sites to determine the change in scores over time for all sites. Additional elements, such as [Early Childhood Setting](#), can be used to examine changes in [QRIS Scores](#) for subgroups of program sites.

39. What factors are associated with increased quality of CCEE program sites over time as measured in the Quality Rating and Improvement System (QRIS)?

Policy priority area: Access

Description: CCEE programs' quality rating may change over time as they complete the requirements that demonstrate they are meeting quality standards at the next QRIS tier. Answering this question can provide insight into which characteristics, conditions, and program management practices may be associated with changes in QRIS rating over time. To answer this question, site level information can be used to identify all programs participating in QRIS, to calculate changes in QRIS scores, and identify programs that have had an increase in quality rating. Once these programs are identified, additional site level information can be used to determine which factors these programs share in common.

General analysis recommendation

Identify operational QRIS participating CCEE program sites

Select programs with indicated "Active" category in the option set for the [Operational Status](#) data element to include only programs currently in operation. The data element [QRIS Participation History](#) can be used to isolate program sites ([Site ID](#)) participating in the state's QRIS by selecting the option "Program site currently participates in the QRIS." The quality level of a program is indicated in the [QRIS Score](#) data element.

If the state does not have a QRIS but has another quality improvement system or initiative, use the data element Quality Improvement Participation to isolate program sites (Site ID) participating in the state's other quality improvement initiative by selecting the option "Program site currently participates in another QI initiative."

Calculate changes in QRIS ratings over time

Select the time period desired to calculate a change in score. Rating scores should never be overwritten so there should be a [QRIS Score](#) for every time a program site was rated. If program sites are not rated every year, scores will have to be collapsed across time periods such that it is possible to compare the most recent score with the previous one regardless of what year the rating actually took place.

To calculate the change in scores, subtract the previous [QRIS Score](#) from the current [QRIS Score](#). Negative scores indicate a decrease in rating while positive scores indicate an increase. Divide the number of program sites that increased by the total number of rated sites for the percentage of sites that increased their quality scores. Average the scores across all program sites to determine the change in scores over time for all sites. Additional elements, such as [Early Childhood Setting](#), can be used to examine changes in [QRIS Scores](#) for subgroups of program sites.

Analyze QRIS score change data by factors potentially associated with changes in QRIS scores

Several categories of data elements may be associated with increases in a program site's [QRIS Score](#). Some of those categories are [Quality Improvement](#), [Workplace Conditions/Policies](#), and [Program Management](#). Below are two examples of analyses that could be performed examining the intersection of quality scores with other factors that may not be included as indicators when making ratings determinations.

Example 1. Do program sites that engage in inclusion activities have higher quality rating scores?

First, calculate the change in [QRIS Scores](#) by subtracting the previous QRIS score from the current one. Scores that are positive indicate an increase while scores that are negative indicate a decrease. Compare these scores between those that do and those that do not engage in any of the activities in the data element [Inclusion Activities](#). Another option is to create a scale of the five inclusion activities and compare the scale scores to the change in ratings.

Example 2. Do program sites that incorporate child assessment into their practice attain higher quality rating scores?

First, identify two timepoints in which to measure improvement; for example, the most recent date of QRIS score assessment and the previous date of QRIS score assessment. Then, identify programs that use child assessments. These program sites are indicated with a “Yes” for the data element [Use of Assessment](#). Next, calculate the change in [QRIS Scores](#) by subtracting the previous QRIS score from the current one. Scores that are positive indicate an increase while scores that are negative indicate a decrease. Program sites can be separated into four groups: those that did not and do not use child assessment; those that did not but now do use child assessment; those that did and now do not use child assessment; and those that used child assessment at both timepoints. Compare the change in ratings for those that have never used assessment and those that started using assessment to see if the latter group showed greater positive growth in their quality scores.

40. How did enrollment and/or enrollment capacity change for programs that were awarded stabilization grants during the COVID-19 pandemic?

Topic: Documenting the immediate and ongoing impacts of the COVID-19 pandemic on CCEE

Policy priority area: Access; Reasonable Effort (Access Framework); COVID-19 Response

Description: The purpose of COVID-19 child care stabilization funds was to provide financial support to CCEE providers to offset increased operation costs associated with the pandemic so they could continue to provide CCEE services to children and their families. Federal child care stabilization funds were available from October 2021 through September 2023.³⁰ Answering this question provides information on changes to enrollment and programs’ enrollment capacity for providers that received stabilization grants. To answer this question, site level data elements can be used to identify those programs that received stabilization grants and identify changes in enrollment and capacity after receipt of stabilization funds.

General analysis recommendation

Critical to this question is determining a date span for a time period of interest during the COVID-19 pandemic. For example, March 11th, 2020, could be used as the start date, as this is when the World Health Organization (WHO) declared COVID-19 a pandemic.³¹ The Centers for Disease Control and Prevention issued the COVID-19 Public Health Emergency declaration to end the pandemic on May 11th, 2023.³² One option is to use this date to mark the end of the pandemic. Other options could include using the dates when a state implemented lockdowns or quarantines for infected individuals and when quarantine or mask mandates were lifted, or other relevant policies were enacted in the state.

Identify CCEE Program Sites that Received COVID-19 Stabilization Grants during the COVID-19 Pandemic

The data element [Use of stabilization grant](#) indicates if and how a provider used their COVID-19 stabilization grant. The option set for this data element includes fields such as “Personnel Costs,” “Rent/Mortgage/Utilities,” and “Personal protective equipment,” among others. Each option includes a dollar amount value. If a provider did not use stabilization

funds for Personnel Costs, then the value for that Personnel Costs option is “0.” Using this data element, analyses can investigate what types of programs received stabilization funds as well as what expenditure categories are most common among providers in different CCEE settings. The [Date of Award](#) data element captures the date when a stabilization grant was received. Filter data to only include [Date of Award](#) values that fall between the state-defined pandemic duration dates. Similarly, the post-award numbers can be defined as the total capacity and calculated total enrollment reported most recently.

Calculate enrollment and enrollment capacity for CCEE program sites

To answer this question, obtain the enrollment values of programs before and after they were awarded a stabilization grant. For ease of calculations, start by summing the values in the [Site Level](#) data elements [Under 1 Year](#), [1 Year Old](#), [2 Years Old](#), [3 Years Old](#), [4 Years Old](#) and [5 Years and Older](#) to find the total enrollment number. To obtain the enrollment capacity for programs, use the value provided in the total licensed or identified capacity category of the [Licensed Capacity](#) data element.

Calculate changes in enrollment and enrollment capacity for CCEE program sites

Subtract the pre-award capacity and enrollment from the post-award capacity and enrollment to find the change. A positive number indicates there was a net gain in capacity and/or enrollment and a negative number indicates a net loss in the capacity and/or enrollment of a program. The amount of change (positive or negative) for all programs can be summed together to determine system wide net gain or loss for all programs that received stabilization grants. [Early Childhood Setting](#) and/or [Early Childhood Program Type Offered](#) can also be included in the analysis to examine any differences in gains or losses across settings or program types. Note that multiple stabilization grants may have been received by the same provider on different dates. In this case, the [Date of Award](#) data element can be used to identify if the provider’s enrollment and capacity information should be included in calculations, but participation in stabilization grant should only be counted once. In this case, pre-award enrollment and capacity should be prior to receipt of the first stabilization grant received.

41. How many CCEE programs entered and exited the market during the COVID-19 pandemic?

Topic: Documenting the immediate and ongoing impacts of the COVID-19 pandemic on CCEE

Policy priority area: Reasonable Effort (Access Framework); COVID-19 Response

Description: Answering this question can provide insight into changes in the supply of CCEE programs during the COVID-19 pandemic. To answer this question, site level information can be used to identify programs that were operational for the first time during the pandemic and those that ended operations during the pandemic.

General analysis recommendation

Critical to this question is determining a date span for a time period of interest during the COVID-19 pandemic. For example, March 11th, 2020, could be used as the start date, as this is when the World Health Organization (WHO) declared COVID-19 a pandemic.³³ The Centers for Disease Control and Prevention issued the COVID-19 Public Health Emergency declaration to end the pandemic on May 11th, 2023.³⁴ One option is to use this date to mark the end of the pandemic. Other options could include using the dates when a state implemented lockdowns or quarantines for infected individuals and when quarantine or mask mandates were lifted, or other relevant policies were enacted in the state.

The [Operation Date](#) and [Operation Date Ended](#) data elements can be used to determine if a

CCEE program entered or exited the child care market during the pandemic. Create one column or variable to indicate if a program entered the child care market during the pandemic and a separate column or variable to indicate if a program exited the child care market during the pandemic. To calculate how many CCEE programs entered the market during the pandemic, identify which programs have [Operation Dates](#) that fall between the state determined dates for the pandemic duration. Those programs that entered the child care market during the pandemic can be assigned a numerical value of “1” and those that did not can be assigned a numerical value of “0.” To calculate how many CCEE programs exited the market during the pandemic as a separate variable, identify which programs have date values in the [Operation Dates Ended](#) data element that fall between the state determined dates for the pandemic duration. Those programs that exited the child care market during the pandemic can be assigned a numerical value of “1” and those that did not exit during the pandemic can be assigned a numerical value of “0.” Count the [Site ID](#) for those programs assigned a numerical value of “1” for each variable to get the total count of programs that entered and a total count of those that exited the child care market during the pandemic. There may be CCEE programs that both entered and exited the child care market during the pandemic as well. These can be distinguished by adding together the values from the two columns/variables (entries and exits). Programs that entered and exited the child care market during the pandemic would have a value of “2.”

42. How were permanent program closures distributed across CCEE program types and settings during the COVID-19 pandemic?

Topic: Documenting the immediate and ongoing impacts of the COVID-19 pandemic on CCEE

Policy priority area: Access; Reasonable Effort (Access Framework); COVID-19 Response

Description: Answering this question can provide insight into changes in the supply of CCEE programs during the COVID-19 pandemic and determine if there are differences in how permanent closures affected different CCEE program types. To answer this question, site level information can be used to identify programs that ended operations during the pandemic by early childhood program type and setting.

General analysis recommendation

Critical to this question is determining a date span for a time period of interest during the COVID-19 pandemic. For example, March 11th, 2020, could be used as the start date, as this is when the World Health Organization (WHO) declared COVID-19 a pandemic.³⁵ The Centers for Disease Control and Prevention issued the COVID-19 Public Health Emergency declaration to end the pandemic on May 11th, 2023.³⁶ One option is to use this date to mark the end of the pandemic. Other options could include using the dates when a state implemented lockdowns or quarantines for infected individuals and when quarantine or mask mandates were lifted, or other relevant policies were enacted in the state.

To identify which programs have permanently closed during the pandemic, filter the [Operation Date Ended](#) data element to only show values that fall between the state determined dates for the pandemic duration. To ensure that these programs are permanent closures and not temporary interruptions, additionally filter the data with the field [Operational Status](#) to only include programs marked “Inactive.”

Those programs that both have a date value for [Operation Date Ended](#) that is between the state-defined pandemic duration dates and an inactive operational status can be assigned a numerical value of “1” and those that do not can be assigned a numerical value of “0.” Once programs with permanent closures are identified, they can be grouped by the corresponding [Early Childhood Setting](#) and [Early Childhood Program Type Offered](#) data element fields where “Yes” is indicated. The [Site ID](#) can then be counted to obtain the number of programs that experienced permanent closures in each program type and setting during the pandemic.

INQUIRE Data Toolkit 2023 Update

Part 2: Dictionary of Common Data Elements for Child Care and Early Education

Child Level

Identification

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Child ID (A, P, CE)	A unique number or alphanumeric code assigned to a child by a school, school system, state, or other agency or entity.	CID	Alphanumeric	
Child Identification System (CE)	A coding scheme that is used for identification and record- keeping purposes by programs, schools, social services, or other agencies to refer to a child.		Numeric	Yes; No;
	• District assigned number	DISTRICT		
	• Family unit number	FAMILY		
	• Federal identification number	FEDERAL		
	• National migrant number	NATIONALMIGRANT		
	• School assigned number	SCHOOL		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	• Social security number	SSN		
	• State assigned number	STATE		
Child Name (CE)	First Name: The full legal first name given to a person at birth, baptism, or through legal change.	FIRST	Alphanumeric	
	Middle Name: A full legal middle name given to a person at birth, baptism, or through legal change.	MIDDLE		
	Last or Surname: The full legal last name borne in common by members of a family.	LAST		
	Child Generation Code or Suffix: An appendage, if any, used to denote a person's generation in his/her family (e.g., Jr., Sr., III).	SUFFIX		
Child Address (A, CE)	Address Street Number and Name: The street number and street name or post office box number of a child's address.	ADDRESS	Alphanumeric	*Options for Child Address-See below
	Apartment Room or Suite Number: The child's apartment, room, or suite number of an address.	APT		
	Address City: The name of the city in which a child's address is located.	CITY		
	Address County: The name of the county, parish, borough, or comparable unit (within a state) in which a child's address is located.	COUNTY		
	Address Postal code: A number that identifies each postal delivery area in the United States.	ZIPCODE		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	State Abbreviation: The abbreviation for the state (within the United States) or outlying area in which an address is located.	STATE		
	Country Code: The unique two character International Organization for Standardization (ISO) code for the country in which an address is located.	COUNTRY		
Address Type for Learner or Family (CE)	The type of address listed for a learner or a parent, guardian, family member or related person.		Numeric	Mailing; Physical; Shipping; Billing address; On campus; Off-campus, temporary; Permanent, student; Permanent, at time of admission; Father's address; Mother's address; Guardian's address;
Child Resides on Indian Lands (ACC)	A child who resides on Indian Lands	INDIANLANDS	Numeric	Yes; No;

**Option set for Child Address:*

State Abbreviation: AK – Alaska, AL – Alabama, AR – Arkansas, AS - American Samoa, AZ – Arizona, CA – California, CO –

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Colorado, CT - Connecticut, DC - District of Columbia, DE - Delaware, FL - Florida, FM - Federated States of Micronesia, GA - Georgia, GU - Guam, HI - Hawaii, IA - Iowa, ID - Idaho, IL - Illinois, IN - Indiana, KS - Kansas, KY - Kentucky, LA - Louisiana, MA - Massachusetts, MD - Maryland, ME - Maine, MH - Marshall Islands, MI - Michigan, MN - Minnesota, MO - Missouri, MP - Northern Marianas, MS - Mississippi, MT - Montana, NC - North Carolina, ND - North Dakota, NE - Nebraska, NH - New Hampshire, NJ - New Jersey, NM - New Mexico, NV - Nevada, NY - New York, OH - Ohio, OK - Oklahoma, OR - Oregon, PA - Pennsylvania, PR - Puerto Rico, PW - Palau, RI - Rhode Island, SC - South Carolina, SD - South Dakota, TN - Tennessee, TX - Texas, UT - Utah, VA - Virginia, VI - Virgin Islands, VT - Vermont, WA - Washington, WI - Wisconsin, WV - West Virginia, WY - Wyoming

Country Code: See Common Education Data Standards web program site at www.ceds.ed.gov.

Demographics

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Child Sex (CE) (ACC)	The concept describing the biological traits that distinguish the males and females of a species.	SEX	Numeric	Male; Female; Not selected;
Child Gender (A, I) (ACC)	A code which designates a child's gender.	GENDER	Numeric	Male; Female; No response
Child Birth Date (A, I, CE)	The year, month and day on which a child was born.	DOB	Date	DD/MM/YYYY
Child Hispanic or Latino Ethnicity (A, I, P, CE) (ACC)	An indication that the child traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race	HISPANIC	Numeric	Yes; No;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Child Race (A, I, P, CE) (ACC)	Race categories derived from US Census Bureau:			
	American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment.	AMERINDIAN	Numeric	Yes; No;
	Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	ASIAN		
	Black or African American: A person having origins in any of the Black racial groups of Africa.	BLACK		
	Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	NATPI		
	White: A person having origins in any of the original peoples of Europe, Middle East, or North Africa.	WHITE		
Child Homeless Status (A, P, CE) (ACC)	Children and youth who lack a fixed, regular, and adequate nighttime residence. Homeless children and youth include: 1) Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; living in emergency or transitional shelters; abandoned in hospitals; or awaiting foster care placement;	HOMELESS	Numeric	Yes; No;

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	<p>2) Children and youth who have a primary nighttime residence that is a public or private place not designed for or originally used as a regular sleeping accommodation for human beings;</p> <p>3) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or</p> <p>4) Migratory children who qualify as homeless because the children are living in circumstances described above. (See Section 103 of the McKinney Act for a more detailed description of this data element).</p>			
Child Nativity (ACC)	An indication that the child was born in the United States.	US_NATIVE	Numeric	Yes; No;
Child Migrant Status (CE) (ACC)	<p>The definition of “migratory child” in Elementary and Secondary Education Act section 1309(2). A child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or in order to accompany such parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing work.</p> <ul style="list-style-type: none"> • A) Has moved from one school district to another • B) In a State that is comprised of a single school district, has moved from one administrative area to another within such district • C) Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. 	MIGRANT	Numeric	Yes; No;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Child Foster Care Status (P, CE) (ACC)	Child is in foster care	FOSTERCARE	Numeric	Awaiting foster care placement; In foster care; Not In foster care;
Child Program Eligibility (A, I, P, CE) (ACC)	Category under which a child is eligible for an early childhood program or service.		Numeric	Yes; No;
	• Age	AGE		
	• Family income	FAMILYINCOME		
	• Disability status	DISABILITYSTATUS		
	• Supplemental social security income	SSSI		
	• Women, infants, and children	WIC		
	• Temporary Assistance for Needy Families	TANF		
	• Other public assistance	OTHPUBASSISTANCE		
	• Foster care	FOSTER		
	• Military family	MILITARYFAMILY		
	• Home language other than English	ELL		
	• Other family risk factors	OTHERFAMILYRISKS		
	• Other child risks	OTHERCHILDRISKS		

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	<ul style="list-style-type: none"> At risk of having a substantial developmental delay 	ATRISK		
	<ul style="list-style-type: none"> Other 	OTHER		
Child Language Type (P, CE) (ACC)	An indication of the function and context in which a person uses a language to communicate.		Numeric	Yes; No;
	<ul style="list-style-type: none"> Correspondence language 	CORRESPONDENCE		
	<ul style="list-style-type: none"> Dominant language 	DOMINANT		
	<ul style="list-style-type: none"> Home language 	HOME		
	<ul style="list-style-type: none"> Native language 	NATIVE		
	<ul style="list-style-type: none"> Other language proficiency 	OTHERLANGPROF		
Language Code (A, CE) (ACC)	The code for the specific language or dialect that a person uses to communicate. Track relevant language codes for specific child populations. See CEDS web program site: click here .		Numeric	Yes; No;
	<ul style="list-style-type: none"> English 	ENG		
	<ul style="list-style-type: none"> Spanish 	SPA		
	<ul style="list-style-type: none"> Chinese 	CHI		
	<ul style="list-style-type: none"> Korean 	KOR		
	<ul style="list-style-type: none"> Vietnamese 	VIE		
	<ul style="list-style-type: none"> Tagalong 	GL		
	<ul style="list-style-type: none"> Japanese 	JPN		
	<ul style="list-style-type: none"> Other languages not tracked 	OTHERLANG		
	<ul style="list-style-type: none"> Native Central, South American, and Mexican languages (e.g., Mixteco, Quichean) 	NAT		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> • Caribbean Languages (e.g., Haitian-Creole, Patois) 	CAR		
	<ul style="list-style-type: none"> • Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali) 	MS		
	<ul style="list-style-type: none"> • East Asian Languages (e.g., Chinese, Vietnamese, Tagalog) 	EAS		
	<ul style="list-style-type: none"> • Native North American/Alaska Native Languages 	NAAN		
	<ul style="list-style-type: none"> • Pacific Island Languages (e.g., Palauan, Fijian) 	PI		
	<ul style="list-style-type: none"> • European and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian) 	ES		
	<ul style="list-style-type: none"> • African Languages (e.g., Swahili, Wolof) 	AFR		
	<ul style="list-style-type: none"> • Unspecified Unknown or head of household declined to identify home language) 	UNKNOWN		

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Screening, Disability and Health

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Developmental Screening Status (CE) (DEV)	The result of the administration of a brief standardized screening tool aiding in the identification of children at risk of a developmental disorder.		Numeric	Yes; No;
	<ul style="list-style-type: none"> Further evaluation is needed 	FURTHER_EVALUATION		
	<ul style="list-style-type: none"> No further evaluation is needed 	NO FURTHER_EVALUATION		
Developmental Evaluation Findings (CE) (DEV)	Child developmental disorder or disorder determined by procedure used by appropriate qualified personnel.		Numeric	Yes; No;
	<ul style="list-style-type: none"> None 	NONE		
	<ul style="list-style-type: none"> Adaptive development delay 	ADPATIVE		
	<ul style="list-style-type: none"> Cognitive development delay 	COGNITIVE		
	<ul style="list-style-type: none"> Communication development delay 	COMMUNICATION		
	<ul style="list-style-type: none"> No delay, needs follow-up 	NODELAY		
	<ul style="list-style-type: none"> Carnegie Units 	CARNEGIE		
	<ul style="list-style-type: none"> Physical development delay 	PHYSICAL		
	<ul style="list-style-type: none"> Social or emotional development delay 	SOCIALEMOTIONAL		
	<ul style="list-style-type: none"> No delay detected 	NODELAYDETECTED		
	<ul style="list-style-type: none"> Established condition 	ESTABCOND		
	<ul style="list-style-type: none"> At-risk of developing delay 	ATRISK		
	<ul style="list-style-type: none"> Other 	OTHER		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Primary Type of Disability (A, I, P, CE) (ACC)	The major or overriding disability condition that best describes a child's impairment.		Numeric	Yes; No;
	• Autism	AUT		
	• Deaf-blindness	DB		
	• Developmental delay	DD		
	• Emotional disturbance	EMN		
	• Hearing impairment	HI		
	• Intellectual disability	ID		
	• Multiple disabilities	MD		
	• Orthopedic impairment	OI		
	• Other health impairment	OHI		
	• Specific learning disability	SLD		
	• Speech or language impairment	SLI		
	• Traumatic brain injury	TBI		
	• Visual impairment	VI		
Dental Insurance Coverage (P, CE) (DEV)	The nature of insurance covering a child's dental care.		Numeric	Yes; No;
	• Non-workplace or personal	DENTAL_NONWORKPLACE		
	• Workplace	DENTAL_WORKPLACE		
	• Medicaid	DENTAL_MEDICAID		
	• Children's health insurance program	DENTAL_CHIP		
	• State-only funded insurance	DENTAL_STATEFUNDED		
	• Supplemental security income	DENTAL_SSI		

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	<ul style="list-style-type: none"> None 	DENTAL_NONE		
	<ul style="list-style-type: none"> Other 	DENTAL_OTHER		
Dental Screening (P, CE) (DEV)	The condition of a person's mouth or oral cavity; more specifically the condition of the hard tissues (i.e., teeth and jaws) and the soft tissues (i.e., gums, tongue, lips, palate, mouth floor, and inner cheeks). Good oral health denotes the absence of clinically manifested disease or abnormalities of the oral cavity.		Numeric	Yes; No;
	<ul style="list-style-type: none"> No treatment needed 	NO_TREATMENTNEEDED		
	<ul style="list-style-type: none"> Treatment needed 	TREATMENT_NEEDED		
	<ul style="list-style-type: none"> Treatment received 	TREATMENT_RECEIVED		
Dental Screening Date (P, CE) (DEV)	The year, month and day of a dental screening	DENTALSCREENINGDATE	Date	DD/MM/YYYY
Vision Screening (CE) (DEV)	An examination used to measure a person's ability to see.		Numeric	Yes; No;
	<ul style="list-style-type: none"> Passed 	VISION_PASSED		
	<ul style="list-style-type: none"> Further evaluation is needed 	VISION_FURTHEREVALUATION		
Vision Screening Date (CE) (DEV)	The year, month and day of a vision screening.	VISIONSCREENINGDATE	Date	DD/MM/YYYY

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Hearing Screening (CE) (DEV, PAR)	An examination used to measure a person's ability to perceive sounds.		Numeric	Yes; No;
	<ul style="list-style-type: none"> Passed 	HEARING_PASSED		
	<ul style="list-style-type: none"> Further evaluation is needed 	HEARING_FURTHEREVALUATION		
Hearing Screening Date (CE) (DEV)	The year, month and day of a hearing screening.	HEARINGSCREENINGDATE	Date	DD/MM/YYYY
Health Insurance Coverage (P, CE) (DEV)	The nature of insurance covering a child's hospitalization and other health or medical care.		Numeric	Yes; No;
	<ul style="list-style-type: none"> Non-workplace or personal 	HEALTH_NONWORKPLACE		
	<ul style="list-style-type: none"> Workplace 	HEALTH_WORKPLACE		
	<ul style="list-style-type: none"> Medicaid 	HEALTH_MEDICAID		
	<ul style="list-style-type: none"> Children's health insurance program 	HEALTH_CHIP		
	<ul style="list-style-type: none"> State-only funded insurance 	HEALTH_STATEFUNDED		
	<ul style="list-style-type: none"> Supplemental security income 	HEALTH_SSI		
	<ul style="list-style-type: none"> None 	HEALTH_NONE		
	<ul style="list-style-type: none"> Other 	HEALTH_OTHER		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Required Immunization (P, CE) (DEV)	An indication of the type of immunization that a child has satisfactorily received. (Note: The International Classification of Diseases (ICD) is maintained by the World Health Organization. The ICD is revised periodically to incorporate changes in the medical field, the most updated and detailed list of International Statistical Classification of Diseases and Related Health Problems can be found at		Numeric	Yes; No;
	https://www.who.int/standards/classifications/classification-of-diseases			
	• Diphtheria	DIPHTHERIA		
	• HaemophilusInfluenzae	HAEMOPHILUS		
	• Hepatitis A	HEP_A		
	• Hepatitis B	HEP_B		
	• Inactivated Poliovirus	POLIOVIRUS		
	• Influenza	INFLUENZA		
	• Meningococcal	MENINGOCOCCAL		
	• Mumps	MUMPS		
	• Pertussis (Whooping Cough)	PERTUSSIS		
	• Pneumococcal	PNEUMOCOCCAL		
	• Rh. Immune Globulin	RHGLOBULIN		
	• Rotavirus	ROTAVIRUS		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> Rubella (German measles) 	RUBELLA		
	<ul style="list-style-type: none"> Rubeola (Measles) 	RUBEOLA		
	<ul style="list-style-type: none"> Smallpox 	SMALLPOX		
	<ul style="list-style-type: none"> Tetanus 	TETANUS		
	<ul style="list-style-type: none"> Tuberculosis (BCG) 	TUBERCULOSIS		
	<ul style="list-style-type: none"> Varicella 	VARICELLA		
	<ul style="list-style-type: none"> Parent-opt out 	PARENTOPTOUT		
Immunization Date (CE) (DEV)	The year, month and day of an immunization.	IMMUNIZATIONDATE	Date	DD/MM/YYYY
Weeks of Gestation (CE)	The number of weeks during gestational period at which a child was born.	GESTATIONWEEKS	Numeric	
Weight (P)	The weight of a child in pounds and ounces.	CHILDWEIGHT	Numeric	
Weight at Birth (CE)	The weight of a child at birth in pounds and ounces.	BIRTHWEIGHT	Alphanumeric	
Continuous Health Care (P)	Child has an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care.	CONTINUOUS_HEALTH	Numeric	Yes; No;
Developmental Evaluation Referral Date (DEV)	Date child was referred for an evaluation to determine IDEA eligibility.	DATE_REFERRAL_DEV	Date	MM/DD/YYYY
Developmental Evaluation Date (DEV)	Date child was evaluated.	DATE_EVALUATION	Date	MM/DD/YYYY

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Source of Developmental Evaluation Referral (DEV)	The source of the referral for a developmental evaluation.	SOURCE_REFERRAL_DEV	Numeric	ECE provider; Parent educator; Primary care doctor; School psychologist; School nurse; School social worker;
IDEA Part C Potential Eligibility Indicator (DEV)	The determination of whether a child is potentially eligible for Part C services.	PARTC_ELIG	Numeric	Yes; No;
IDEA Part C to Part B Notification Opt Out Date (CE) (DEV)	The date that parents of a child potentially eligible for Part B preschool services opt out of the impending notification to the local education agency.	NOTIFICATION_OPTOUT_DATE	Date	MM/DD/YYYY
IDEA Part C to Part B Notification Opt Out Indicator (CE)	Indicates whether parents of a child potentially eligible for Part B preschool services have opted out of the impending notification to the local education agency.	NOTIFICATION_OPTOUT	Date	MM/DD/YYYY
IDEA Part C to Part B Notification Date (CE)	The date that notification is provided to the State Education Agency (SEA) and local education agency (LEA) of residence for a child potentially eligible for Part B (619) preschool services.	NOTIFICATION_DATE	Date	MM/DD/YYYY
IDEA IEP Status (P, CE) (DEV)	The status of an individualized services plan for a specified reporting period or on a specified date.	IEP_STATUS	Numeric	Active; Inactive; Not selected

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
IDEA Part C Eligibility Category (P, CE) (DEV)	The category under which a person under 3 years of age is eligible for early intervention services under IDEA Part C.		Numeric	Yes; No;
	• Developmental Delay	DEVELOPMENTAL_DELAY		
	• Diagnosed Condition	DIAGNOSED_CONDITION		
	• At-risk	ATRISK		
Source of Developmental Evaluation Referral (DEV)	The source of the referral for a developmental evaluation.	SOURCE_REFERRAL_DEV	Numeric	ECE provider; Parent educator; Primary care doctor; School psychologist; School nurse; School social worker;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Special Education Exit Reason (CE) (DEV, PAR)	The reason children who were in special education at the start of the reporting period were not in special education at the end of the reporting period.	SpecialEducationExit Reason	Numeric	Graduated with regular high school diploma; Received a certificate; Reached maximum age; Died; Moved, known to be continuing; Dropped out; Transferred to regular education; No longer eligible for Part C prior to reaching age three.; Part B eligible, exiting Part C.; Part B eligible, continuing in Part C.; Not eligible for Part B, exit with referrals to other programs.; Not eligible for Part B, exit with no referrals.; Part B eligibility not determined.; Withdrawal by parent or guardian; Moved out of State; Attempts to contact the parent and/or child were unsuccessful; Graduated with an alternate diploma;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Tools Used for Screening (P) (DEV)	Name of tools used for developmental screening.		Numeric	Yes; No;
	• Ages and Stages Questionnaire	ASQ_3		
	• Brigance Screen	BRIGANCE_SCREEN		
	• Developmental Assessment of Young Children	DAYC_2		
	• Early Screening Profiles	ESP		
	• FirstStep	FIRSTSTEP		
	• Learning Accomplishment Profile: Diagnostic Screens	LAP_D		
	• Parents' Evaluation of Developmental Status	PEDS		
	• Parents' Evaluation of Developmental Status: Developmental Milestones	PEDS_DM		
	• Infant Development Inventory	IDI		
	• Survey of the Well-Being of Young Children	SWYC		

Early Care and Education Experiences

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Child Entry Date (CE)	The month, day, and year on which a child enters and begins to receive instructional services in a school, institution, program, or class-section during a given session.	ENTRYDATE	Date	DD/MM/YYYY

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Early Intervention or Special Education Services Received (I, P, CE) (DEV)	The types of service, specifically designed and at no cost to the parent/guardian, that adapts the curriculum, materials, or instruction for children identified as needing special education because of a disabling condition.		Numeric	Yes; No;
	• Assistive technology services	SERVICE_01		
	• Audiology services	SERVICE_02		
	• Family training/counseling services	SERVICE_03		
	• Health services	SERVICE_04		
	• Medical services	SERVICE_05		
	• Nursing services	SERVICE_06		
	• Nutrition services	SERVICE_07		
	• Occupational therapy	SERVICE_08		
	• Physical therapy	SERVICE_09		
	• Psychological services	SERVICE_10		
	• Sign language and cued language services	SERVICE_11		
	• Service coordination	SERVICE_12		
	• Social work services	SERVICE_13		
	• Special instruction	SERVICE_14		
	• Speech-language pathology services	SERVICE_15		
	• Vision services	SERVICE_16		
	• Behavioral Health	SERVICE_17		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> Transportation 	SERVICE_18		
	<ul style="list-style-type: none"> None 	SERVICE_98		
	<ul style="list-style-type: none"> Other 	SERVICE_99		
Early Intervention or Special Education Services Setting (I) (DEV)	The setting in which a person receives services that adapt the curriculum, materials, or instruction for students identified as needing special education because of a disabling condition.		Numeric	Yes; No;
	<ul style="list-style-type: none"> Regular early childhood program 	REG_ECEPROGRAM		
	<ul style="list-style-type: none"> Special education program 	SPCED_PROGRAM		
	<ul style="list-style-type: none"> Separate class 	SEPARATE_CLASSES		
	<ul style="list-style-type: none"> Separate school 	SEPARATE_SCH		
	<ul style="list-style-type: none"> Residential facility 	RESIDENTIAL_FAC		
	<ul style="list-style-type: none"> Home 	HOME		
	<ul style="list-style-type: none"> Service provider's location 	SERVPROVIDER_LOCATION		
	<ul style="list-style-type: none"> Community-based setting 	COMMUNITY_SETTING		
	<ul style="list-style-type: none"> Other setting 	OTH_SETTING		
Enrollment Date (CE) (DEV, PAR)	The year, month and day on which a child is considered officially enrolled in a school, institution, program (including family child care), or class-section.	ENROLLDATE	Date	DD/MM/YYYY
Exit Date (P, CE)	The year, month and day on which the child officially withdrew or graduated, i.e. the date on which the child's enrollment ended.	EXITDATE	Date	DD/MM/YYYY

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Individualized Program Type (CE) (DEV)	A designation of the type of program developed for a child.		Numeric	Yes; No;
	• 504 plan	PRGTYPE_05978		
	• GIEP - Individualized education program for gifted student	PRGTYPE_05980		
	• Individualized education program (IEP)	PRGTYPE_02196		
	• Individualized family service plan (IFSP)	PRGTYPE_02198		
	• Individualized learning program (ILP)	PRGTYPE_02197		
	• Individualized transition plan	PRGTYPE_05982		
	• Limited English proficient/English language learner	PRGTYPE_02349		
	• Literacy plan	PRGTYPE_05981		
	• Student intervention/support plan	PRGTYPE_05979		
	• Other	PRGTYPE_09999		
Number of Days in Attendance (CE) (DEV)	The number of days a child is present when an early learning program is in session during a given reporting period.	ATTENDANCE	Numeric	
Monthly Co-Payment (A) (AFF, PAR, RE)	Total monthly child care co-payment family pays for child's care. For children who are receiving subsidized payment.	MONTHLY_COPAY	Numeric	
Transportation Provided (P) (ACC, AFF, PAR, RE)	Transportation is provided to and from classes for the child.	TRANSPORT	Numeric	Yes; No;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Participation in School Food Service Programs (CE) (DEV, AFF)	An indication of a child's participation in free, reduced price, full price breakfast, lunch, snack, supper, or milk programs.	ParticipationInSchoolFoodServicePrograms	Numeric	Free breakfast; Free lunch; Free milk; Free snack; Free supper; Full price breakfast; Full price lunch; Full price milk; Full price snack; Full price supper; Reduced price breakfast; Reduced price lunch; Reduced price snack; Reduced price supper; Other;
Program Participation Exit Date (CE) (ACC, PAR, DEV)	The year, month and day on which the person ceased to participate in a program.	PROGEXITDATE	Date	DD/MM/YYYY
Program Participation Start Date (CE) (ACC, PAR, DEV)	The year, month and day on which the person began to participate in a program.	PROGSTARTDATE	Date	DD/MM/YYYY

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Service Entry Date (CE)	The year, month and day on which a person begins to receive early intervention or special education services.	SERVENTRYDATE	Date	DD/MM/YYYY
Service Exit Date (CE)	The year, month and day on which a person stops receiving early intervention or special education services.	SERVEXITDATE	Date	DD/MM/YYYY
Early Childhood Program Type Enrollment (A,P, CE) (ACC, PAR, DEV)	The type of programs in which a child is enrolled.		Numeric	Yes; No;
	• Head Start	HS		
	• Early Head Start	HS_EARLY		
	• Migrant Head Start	HS_MIGRANT		
	• Tribal Head Start	HS_TRIBAL		
	• Public preschool	PUBLIC_PRESCH		
	• Private preschool	PRIVATE_PRESCH		
	• Family child care	FCC		
	• Preschool special education	SPCED_PRESCH		
	• Informal care	INFORMAL		
	• Early intervention Part C	PARTC		
	• Other	OTHER		
	• None	NONE		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Financial Support Type (P) (AFF, ACC, PAR)	Child receives financial support from one of the specified sources.		Numeric	Yes; No;
	• Head Start	C_HS		
	• Early Head Start	C_HS_EARLY		
	• Tribal Head Start	C_HS_TRIBAL		
	• Migrant Head Start	C_HS_MIGRANT		
	• State Head Start	C_HS_STATE		
	• IDEA, Part B, section 619	C_IDEA_PARTB619		
	• IDEA, Part C	C_IDEA_PART		
	• Title 1 of Elementary and Secondary Education Act	C_TITLE1		
	• Child Care Development Fund	C_CCDF		
	• Other	C_OTHER		
Reason for removal from program (I) (ACC, PAR, RE)	The reason the child is removed from a program		Numeric	
	• Hearing officer	HEARING_OFFICER		
	• Out of school suspension, less than 10 days	OSS_LESSTHAN10_DAYS		
	• Out of school suspension, greater than 10 days	OSS_GREATERTHAN10_DAYS		
	• In-school suspension, less than 10 days	ISS_LESSTHAN10_DAYS		
	• In-of school suspension, greater than 10 days	ISS_GREATERTHAN10_DAYS		
	• Expulsion	EXPULSION		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Reason Receiving Subsidy (A) (SUB)	Reason for receiving subsidized care.	REASON_SUBSIDIZED	Numeric	Employment, including on-the-job training; Training/Education; Both Employment and Training/Education; Protective Services; Federal Declared Emergency and Employment, including on-the-job training; Federal Declared Emergency and Training/Education; Federal Declared Emergency and Both Employment and Training/Education; Federal Declared Emergency and Protective Services;

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Family Level

Identification

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Family ID (A, CE)	A unique number or alphanumeric code assigned to a family by a school, school system, a state, or other agency or entity.	FAMID	Alphanumeric	
Personal Information Type (CE) (WF)	The type of personal information verified through the Personal Information Verification evidence.	PERSONAL_INFORMATION_TYPE	Numeric	Address; Birthdate; Name; Telephone Number;
Marital Status (CE)	The marital status of the person as of today.	MARITAL_STATUS	Numeric	Divorced; Married; Never Married; Separated; Widowed;
Relationship to Learner (P, CE)	The nature of the person's relationship to a learner. The learner may be an Early Learning Child, K12 Student, Postsecondary Student, or an adult learner in a workforce education program.		Numeric	Yes; No;
	• Aunt	AUNT		
	• Brother	BROTHER		
	• Brother-in-law	BROTHERINLAW		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	• Court appointed guardian	COURTGUARDIAN		
	• Daughter	DAUGHTER		
	• Daughter-in-law	DAUGHTERINLAW		
	• Employer	EMPLOYER		
	• Father	FATHER		
	• Father's significant other	FATHER_SIGOTH		
	• Father's civil partner	FATHER_CIVPRTN		
	• Father-in-law	FATHER_INLAW		
	• Fiancé	FIANCE		
	• Fiancée	FIANCEE		
	• Friend	FRIEND		
	• Grandfather	GRANDFATHER		
	• Grandmother	GRANDMOTHER		
	• Husband	HUSBAND		
	• Mother's significant other	MOTHER_SIGOTH		
	• Mother's civil partner	MOTHER_CIVPRTN		
	• Nephew	NEPHEW		
	• Niece	NIECE		
	• Other	OTHER		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	• Significant other	SIGOTH		
	• Sister	SISTER		
	• Son	SON		
	• Unknown	UNKNOWN		
	• Uncle	UNCLE		
	• Ward	WARD		
	• Wife	WIFE		
Relationship to Learner Qualifier (CE)	A qualifier used with the element Person Relationship to Learner Type to further define the nature of the person's relationship to a learner.		Numeric	Yes; No;
	• Adoptive	ADPOTIVE		
	• Biological	BIOLOGICAL		
	• Foster	FOSTER		
	• Half	HALF		
	• None	NONE		
	• Step	STEP		
Proof of Residency (CE) (ACC, RE)	An accepted form of proof of residency in the district/county/other locality.		Numeric	Bank statement; Utility bill; Lease; Other;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Custodial Parent or Guardian Indicator (CE)	An indication that a person has legal custody of a child.		Numeric	Yes; No; Unknown;
	• Mother	MOTHER		
	• Father	FATHER		
	• Grandparent	GRANDPARENT		
	• Aunt	AUNT		
	• Uncle	UNCLE		
	• Sibling	SIBLING		
	• Foster parent	FOSTERPARENT		
	• In court system-not yet in foster care	COURTSYSTEM		
	• Other	OTHER		
Family Name (CE)	Personal Title or Prefix: An appellation, if any, used to denote rank, placement, or status (e.g. Mr., Ms., Reverend, Sister, Dr., Colonel, etc.).	PREFIX	Alphanumeric	
	First Name: The full legal first name given to a person at birth, baptism, or through legal change.	FIRST		
	Middle Name: A full legal middle name given to a person at birth, baptism, or through legal change.	MIDDLE		
	Last or Surname: The full legal last name borne in common by members of a family.	LAST		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	Generation Code or Suffix: An appendage, if any, used to denote a person's generation in his family (e.g. Jr., Sr., III).	SUFFIX		
Single Parent (A) (ACC)	Only one parent/adult living with a child who is legally/financially responsible for and living with the child and where there is no other adult legally/financially responsible for the child in that eligible family. If there is another adult in the household who does not have legal/financial responsibility for the child, then the legally/financially responsible applicant is still considered a single parent. A one-digit code indicates if the head of the family receiving assistance is single or not.	SINGLE	Numeric	Yes; No; Not applicable, child is head of household;

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Household Information

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Barrier to Internet Access In Residence (CE) (ACC, RE)	An indication of the barrier to having internet access in the student's primary place of residence.	BARRIER_TO_INTERNET_ACCESS_IN_RESIDENCE	Numeric	Not Affordable; Not Available; Not Desired; Other;
Family Employment Type (CO)	Whether the family includes an essential worker (as defined by state)	ESSENTIAL_WORK	Numeric	Yes; No; Not applicable;
Internet Access In Residence (CE) (ACC)	An indication of whether the student is able to access the internet in their primary place of residence.	INTERNET_ACCESS_RESIDENCE	Numeric	Yes; No;
Internet Access Type In Residence (CE) (ACC)	The primary type of internet service used in the student's primary place of residence.	INTERNET_ACCESS_TYPE	Numeric	Cellular Network; Community Provided Wi-Fi; Dial-up; Hot Spot; None;
				Residential Broadband; Satellite; Unknown; Other;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Internet Download Speed (CE) (ACC)	The speed that data or information can be downloaded from a server on the internet to one's device in megabits per second.	INTERNET_SPEED	Numeric	
Internet Performance In Residence (CE) (ACC)	An indication of whether the student can complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by poor internet performance in their primary place of residence.	INTERNET_PERFORMANCE	Numeric	No; Sometimes; Yes;
Internet Speed Test Date Time (CE) (ACC)	The date and, optionally, time that the information was gathered.	SPEED_TEST_DATE	Date	
Internet Upload Speed (CE) (ACC)	The speed that data or information can be sent from one's device to another device or server on the internet in megabits per second.	INTERNET_UPLOAD_SPEED	Numeric	
Pregnant woman (ACC)	Whether the woman is classified as pregnant.	PREGNANT_W	Numeric	Yes; No;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Number of People in Family (A, CE) (WF, ACC, PAR, RE)	Total number of persons in immediate family. Family is defined as all persons: (i) Living in the same household who are: (A) supported by the income of the parent(s) or guardian(s) of the child enrolling or participating in the program; or (B) related to the child by blood, marriage, or adoption; or Related to the child enrolling or participating in the program as parents or siblings, by blood, marriage, or adoption.	FAMILY_N	Numeric	
Number of People in Household (CE) (ACC)	Total number of persons residing in the same household.	HOUSEHOLD_SIZE	Numeric	

**Option Set for Guardian Highest Level of Education:*

01809 - 12th grade, no diploma; 01046 - Adult basic education diploma; 01050 - Associate's degree (two years or more); 01051 - bachelor's (Baccalaureate) degree ; 01057 - Doctoral (Doctor's) degree ; 00798 - Eighth grade ; 00801 - Eleventh Grade ; 00794 - Fifth grade ; 00790 - First grade ; 01053 - First-professional degree ; 01047 - Formal award, certificate or diploma (less than one year) ; 01048 - Formal award, certificate or diploma (more than or equal to one year) ; 00793 - Fourth grade ; 01052 - Graduate certificate ; 02408 - High school completers (e.g., certificate of attendance) ; 01044 - High school diploma; 02409 - High school equivalency (e.g., GED) ; 00805 - Kindergarten; 01054 - Master's degree (e.g., M.A., M.S., M. Eng., M.Ed., M.S.W., M.B.A., M.L.S.) ; 00799 - Ninth grade ; 01043 - No school completed; 01056 - Post-professional degree ; 00788 - Preschool; 00791 - Second grade ; 00796 - Seventh grade ; 00795 - Sixth grade ; 01049 - Some college but no degree ; 01055 - Specialist's degree (e.g., Ed.S.) ; 00800 - Tenth grade ; 00792 - Third grade ; 00819 - Career and Technical Education certificate; 09999 - Other

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Guardian's Highest Level of Education (P, CE) (ACC)	The extent of formal instruction a person has received (e.g., the highest grade in school completed or its equivalent or the highest degree received).	EDUCATION_FAMILY	Numeric	Less than high school; High school diploma or equivalent; Some college but no formal award; Certificate, less than an Associate's degree; Associate's degree; Baccalaureate degree; Master's degree; Doctoral/professional degree; Unknown;
Family Income (A, CE) (AFF)	Total income of family from all sources includes money, wages or salary before deductions; net income from non-farm self-employment; net income from farm self-employment; regular payments from Social Security or railroad retirement; payments from unemployment compensation, strike benefits from union funds, workers' compensation, veterans benefits (with the exception noted below), public assistance (including Temporary Assistance for Needy Families, Supplemental Security Income,	INCOME	US Currency	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Family Income (A, P) (AFF)	Emergency Assistance money payments, and non-Federally funded General Assistance or General Relief money payments); training stipends; alimony, child support, and military family allotments or other regular support from an absent family member or someone not living in the household; private pensions, government employee pensions (including military retirement pay), and regular insurance or annuity payments; college or university scholarships, grants, fellowships, and assistantships; and dividends, interest, net rental income, net royalties, and periodic receipts from estates or trusts; and net gambling or lottery winnings.	INCOME	US Currency	
Source of Family Income (A, CE) (ACC)	Sources of total family income.		Numeric	Yes; No;
	• Wages	WAGES		
	• Alimony	ALIMONY		
	• Child support	CHILDSUPPORT		
	• Worker's compensation	WORK_COMP		
	• Unemployment	UNEMPLOYMENT		
	• Supplemental security income	SSI		
	• Temporary assistance for needy families	TANF		
	• Agricultural	AGRICULTURAL		
	• Other	OTHER		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Income Calculation Method (CE) (AFF)	The calculation method used by a program to determine total family income.	INCOME_CALCUL	Numeric	Head Start calculation; State-specific calculation;
Parental Employment Status (P) (ACC)	The employment status of parent/guardians in the family.		Numeric	Yes; No;
	• One or more parent/guardian is employed	PARENT_EMPLOY		
	• One or more parent/guardian is in job training	PARENT_TRAINING		
	• One or more parent/guardian is in school	PARENT_SCHOOL		
	• Neither/no parent/guardian is employed, in job training, or in school	NEITHER		
Date Assistance Started (A, B)	The day, month, and year child care assistance to the family started.	CCASSIST_START	Date	DD/MM/YYYY
Parent Military Status (P) (ACC)	Parent's status in the US military.	PARENT_MILITARY	Numeric	Active Duty; Veteran

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Screening, Disability, and Health

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Health Insurance Coverage: Family (P) (ACC)	The nature of insurance covering a family hospitalization and other health or medical care.		Numeric	Yes; No;
	• Non-workplace or personal	F_HEALTH_NONWORKPLACE		
	• Workplace	F_HEALTH_WORKPLACE		
	• Medicaid	F_HEALTH_MEDICAID		
	• State-only funded insurance	F_HEALTH_STATEFUNDED		
	• Supplemental security income	F_HEALTH_SSI		
	• None	F_HEALTH_NONE		
	• Other	F_HEALTH_OTHER		
Continuous Health Care for Family (P)	Family has an ongoing source of continuous, accessible health care provided by a health care professional that maintains the parents' ongoing health record and is not primarily a source of emergency or urgent care.	F_CONTINUOUS_HEALTH	Numeric	Yes; No;

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Parent Opinions, Preferences and Decision-Making about Child Care and Early Education

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Parent's Rating of Overall Quality (ACC, PAR, RE)	Parent's overall rating of a child care arrangement.	PARENT_RATING	Numeric	Not so good; Okay; Really good; Outstanding; Don't know; Refused;
Parent Sense of Cultural Responsiveness (PAR, DEV)	Parent's rating of the level of cultural responsiveness in their child's early care and education program.	CULTURALRESP	Numeric	Very responsive; Somewhat responsive; A little responsive; Not at all responsive; Don't know;
Parent's Recommendation Level (ACC, PAR, RE)	Parent recommendation level for a child care provider based on their experience.	PARENT_RECOMMENDATION	Numeric	Strongly recommend; Recommend; Have doubts about recommending; Would not recommend; Don't know; Refused;
Parent Knowledge of the QRIS (ACC, RE)	Parent/legal guardian recognizes the state or local QRIS.	QRISKNOWLEDGE	Numeric	Parent doesn't recognize the QRIS name; Parent recognizes the name of the QRIS;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Parent Use of QRIS (ACC, PAR, RE)	Degree to which parent/legal guardian has used the QRIS to review early care and education options to make decisions.	USE_QRIS	Numeric	Parent is not aware of QRIS; Parent is aware of the QRIS but has not used it for an early care and education search; Parent has used the QRIS to review (but not select) programs; Parent has used the QRIS to select an early care and education program;
Barriers to QRIS Use (ACC, RE)	Barriers that prevent parents from accessing providers participating in the QRIS.		Numeric	Yes; No;
	• Cost	BARRIERS_COST		
	• Convenience	BARRIERS_CONVENIENCE		
	• Location	BARRIERS_LOCATION		
	• Transportation	BARRIERS_TRANSPORTATION		
	• Quality	BARRIERS_QUALITY		
	• Lack of culturally-specific programming	BARRIERS_CULTURE		
	• Other	BARRIERS_OTHER		

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Consumer Education

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Estimated number of families receiving consumer education (B) (PAR)	Report an estimated number of families that received consumer education that promotes informed child care choices.	RECEIVE_CONSUMER_ED	Alphanumeric	

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Practitioner Level

Identification

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Practitioner ID (CE) (WF)	A unique number or alphanumeric code assigned to a staff member by a program, school, school system, state agency, workforce registry, or other agency or entity.	PRACID	Alphanumeric	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Staff Member Identification System (A, C, CE) (WF)	A coding scheme that is used for identification and record-keeping purposes by organizations, schools, social services, registry, or other agencies to refer to a staff member.		Numeric	Social Security Administration number; US government Visa number; Personal identification number; Federal identification number; Driver's license number; Medicaid number; Health record number; Professional certificate or license number; School- assigned number; District-assigned number; State-assigned number; Other federally assigned number; Selective Service Number; Canadian Social Insurance Number; Other;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Practitioner Name (CE)	Personal Title or Prefix: An appellation, if any, used to denote rank, placement, or status (e.g., Mr., Ms., Reverend, Sister, Dr., Colonel, etc.).	PREFIX	Alphanumeric	
	First Name: The full legal first name given to a person at birth, baptism, or through legal change.	FIRST		
	Middle Name: A full legal middle name given to a person at birth, baptism, or through legal change.	MIDDLE		
	Last or Surname: The full legal last name borne in common by members of a family.	LAST		
	Prior Last or Surname: The full legal last name borne in common by members of a family (if the individual had a former last name).	PRIOR_LAST		
	Generation Code or Suffix: An appendage, if any, used to denote a person's generation in his family (e.g. Jr., Sr., III).	SUFFIX		
Personal Information Type (CE) (WF)	The type of personal information verified through the Personal Information Verification evidence.	PERSONAL_INFORMATION_TYPE	Numeric	Address; Birthdate; Name; Telephone Number;
Marital Status (CE)	The marital status of the person as of today.	MARITAL_STATUSES	Numeric	Divorced; Married; Never Married; Separated; Widowed;
Practitioner Address (C, CE)	Address Street Number and Name: The street number and street name or post office box number of a practitioner's address.	ADDRESS	Alphanumeric	*Option set for Practitioner Address below

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
(WF)	Apartment Room or Suite Number: The practitioner's apartment, room, or suite number of an address.	APT		
	Address City: The name of the city in which a practitioner's address is located.	CITY		
	Address County: The name of the county, parish, borough, or comparable unit (within a state) in which a practitioner's address is located.	COUNTY		
	Address Postal code: A number that identifies each postal delivery area in the United States used as a portion of a practitioner's address.	ZIPCODE		
	State Abbreviation: The abbreviation for the state (within the United States) or outlying area in which an address is located.	STATE		
	Country Code: The unique two character International Organization for Standardization (ISO) code for the country in which an address is located.	COUNTRY		
Practitioner Address Type (CE) (WF)	The type of address listed for an individual or organization.		Numeric	Yes; No;
	• Mailing address	MAILING		
	• Physical address	PHYSICAL		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> Other home address 	OTHER_HOME		
	<ul style="list-style-type: none"> Employer's address 	EMPLOYER		
	<ul style="list-style-type: none"> Employment address 	EMPLOYMENT		
	<ul style="list-style-type: none"> Billing address 	BILLING		

**Option Set for Practitioner Address:*

State Abbreviation: AK - Alaska, AL - Alabama, AR - Arkansas, AS - American Samoa, AZ - Arizona, CA - California, CO - Colorado, CT - Connecticut, DC - District of Columbia, DE - Delaware, FL - Florida, FM - Federated States of Micronesia, GA - Georgia, GU - Guam, HI - Hawaii, IA - Iowa, ID - Idaho, IL - Illinois, IN - Indiana, KS - Kansas, KY - Kentucky, LA - Louisiana, MA - Massachusetts, MD - Maryland, ME - Maine, MH - Marshall Islands, MI - Michigan, MN - Minnesota, MO - Missouri, MP - Northern Marianas, MS - Mississippi, MT - Montana, NC - North Carolina, ND - North Dakota, NE - Nebraska, NH - New Hampshire, NJ - New Jersey, NM - New Mexico, NV - Nevada, NY - New York, OH - Ohio, OK - Oklahoma, OR - Oregon, PA - Pennsylvania, PR - Puerto Rico, PW - Palau, RI - Rhode Island, SC - South Carolina, SD - South Dakota, TN - Tennessee, TX - Texas, UT - Utah, VA - Virginia, VI - Virgin Islands, VT - Vermont, WA - Washington, WI - Wisconsin, WV - West Virginia, WY - Wyoming

Country Code: See Common Data Standards web program site at www.ceds.ed.gov.

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Demographics

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Practitioner Sex (CE) (WF, CO)	The concept describing the biological traits that distinguish the males and females of a species.	SEX	Numeric	Male; Female; Not selected;
Practitioner Birthdate (CE) (WF)	The month, day, and year on which a person was born.	DOB	Date	DD/MM/YYYY
Hispanic or Latino Ethnicity (Q, C, P, CE) (WF, CO)	An indication that the person traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.	HISPANIC	Numeric	Yes; No;
Practitioner Race (Q, C, P, CE) (WF, CO)	American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment.	AMERINDIAN	Numeric	Yes; No;
	Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	ASIAN		
	Black or African American: A person having origins in any of the Black racial groups of Africa.	BLACK		
	Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	NAPTI		
	White: A person having origins in any of the original peoples of Europe, Middle East, or North Africa.	WHITE		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	Multi-Racial: A person having origins in two or more races	MULTI		
Practitioner Gender (Q, C) (WF, CO)	A code which designates a practitioner's gender.	GENDER	Numeric	Male; Female; Non-binary;
Practitioner Language Code (P, CE) (WF, PAR)	The code for the specific language or dialect that a person uses to communicate	LANG_CODE	Numeric	See CEDS Web program site: https://ceds.ed.gov/iso639-2LanguageCode.aspx
Practitioner Language Type (CE) (WF)	An indication of the function and context in which a person uses a language to communicate.		Numeric	Yes; No;
	• Correspondence language	CORESSPONDEN CE		
	• Dominant language	DOMINANT		
	• Home language	HOME		
	• Native language	NATIVE		
	• Other language proficiency	OTHERLANGPROF		

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Credentialing/Licensure

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Name of Professional Credential/License (I, CE) (WF)	The name of the license/credential awarded by a given profession.	CREDENTIAL	Alphanumeric	
Type of Professional Credential/License (I) (WF)	The type of professional license/credential awarded by a given profession.	CRED_TYPE	Alphanumeric	
Credential Issuance Date (P, CE) (WF)	The year, month, and day on which an active credential was issued to a person.	CRED_ISSUED	Date	YYYY-MM-DD
Credential Expiration Date (P, CE) (WF)	The year, month and day on which an active credential held by a person will expire.	CRED_EXPIRE	Date	YYYY-MM-DD
State Issuing Professional Credential/License (CE) (WF)	State where the professional license/credential was issued.	CRED_STATE	Alphanumeric	*Option set for State Issuing Professional C/L- See below
Number Currently Working Classrooms/Groups (CE)	Number of unique groups of children the practitioner works with during the week. (Example: A teacher who has one infant class and then an afternoon preschool class would be two groups).	PRAC_CLASSES	Numeric	Yes; No;

**Option Set for State Issuing Professional Credential/License:*

AK - Alaska, AL - Alabama, AR - Arkansas, AS - American Samoa, AZ - Arizona, CA - California, CO - Colorado, CT - Connecticut, DC - District of Columbia, DE - Delaware, FL - Florida, FM - Federated States of Micronesia, GA - Georgia, GU - Guam, HI - Hawaii, IA - Iowa, ID - Idaho, IL - Illinois, IN - Indiana, KS - Kansas, KY - Kentucky, LA - Louisiana, MA -

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Massachusetts, MD – Maryland, ME – Maine, MH – Marshall Islands, MI – Michigan, MN – Minnesota, MO – Missouri, MP – Northern Marianas, MS – Mississippi, MT – Montana, NC – North Carolina, ND – North Dakota, NE – Nebraska, NH – New Hampshire, NJ – New Jersey, NM – New Mexico, NV – Nevada, NY – New York, OH – Ohio, OK – Oklahoma, OR – Oregon, PA – Pennsylvania, PR – Puerto Rico, PW – Palau, RI – Rhode Island, SC – South Carolina, SD – South Dakota, TN – Tennessee, TX – Texas, UT – Utah, VA – Virginia, VI – Virgin Islands, VT – Vermont, WA – Washington, WI – Wisconsin, WV – West Virginia, WY – Wyoming

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Early Childhood Credential (Q, I, CE) (WF, CO)	The credential related to early childhood education or development held by a person.		Numeric	Yes; No;
	• Child Development Associate	CDA		
	• State-Administration/Director Credential	CRED_ADMIN		
	• State-Infant/toddler Credential	CRED_INFANT		
	• State-Preschool Credential	CRED_PRESCH		
	• State-School-age Credential	CRED_SCHAGE		
	• State-Teacher Certification/Licensure	CRED_TEACHER		
	• State-Special Education Credential	CRED_SPECIAL		
Level of Specialization in Early Learning (I, CE) (WF, CO)	The extent to which a person concentrates upon a particular subject matter area during his or her period of study at an educational institution.		Numeric	Yes; No;
	• Major	MAJOR		
	• Minor	MINOR		
	• Area of emphasis or concentration	CONCENTRATION		
	• Post degree study	POSTDEGREE		
	• Area of interest	AREAOFINTEREST		

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Type of Setting (Q)	The type of early childhood setting where the practitioner is employed.		Numeric	Yes; No;
	• Home-based	P_HOMEBASED		
	• Center-based (including a school setting)	P_CENTERBASED		
	• Center-based for children with special needs	P_CENTERSPCNDS		
	• Family child care	P_FCC		
	• Medical facility-based	P_MEDICALFACILITY		
	• Multi-setting	P_MULTISETTING		
	• License-exempt	P_EXEMPT		
	• Other	P_ECSETTINGOTHER		
Credential Definition Terminal Degree Indicator (Q, CE) (WF)	This degree is the highest degree that can be awarded in this classification of instructional programs field or program area.		Numeric	Yes; No; Unknown;
CDA Expiration Date	Date a Child Development Associate Credential expires	CDA_EXPIRE	Date	DD/MM/YYYY

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Employment

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Employment Status (P, CE) (WF, CO)	The condition under which a person has agreed to serve an employer.	EMPLY_STATUS	Numeric	01384= Contingent upon funding; 01379= Contractual; 06071= Employed or affiliated with outside agency part-time; 01383= Employed or affiliated with outside organization; 01385= Non-contractual; 09999= Other; 01378= Probationary; 06070= Self-employed part-time; 01380= Substitute/temporary; 01381= Tenured or permanent; 01382= Volunteer/no contract; 09999= Other
Staff Evaluation Part Name (CE) (WF)	The name of the component part that is being evaluated and scored.	EVAL_PART_NAME	Alphanumeric	
Staff Evaluation Part Scale (CE) (WF)	The quantitative or qualitative range of possible scores/rating for a person's performance on a component part (e.g., 0 - 10; Poor, Fair, Average, Good, Excellent).	EVAL_PART_SCALE	Alphanumeric	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Staff Evaluation Part Score or Rating (CE) (WF)	The actual quantitative or qualitative assessment of a person's performance on a component part that is being evaluated.	EVAL_PART_SCORE	Alphanumeric	
Reasons for Leaving (P, CE)	The reason(s) for ending an employment arrangement with a particular site.		Numeric	Yes; No;
	• Budgetary restriction	BUDGET		
	• Higher compensation	COMPENSATION		
	• Death of employee	DEATH		
	• Homemaking/family care	HOMEMAKER		
	• Illness or disability	ILLNESS		
	• Relocation	RELOC		
	• Retirement	RETIRE		
	• Employee to engage in formal study or research	STUDY		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Staff Classification (Q, I, P, CE) (WF)	The titles of employment, official status, or rank of education staff.		Numeric	Yes; No;
	• Administrative support staff	ADMIN_SUPPORTSTAFF		
	• Administrator (including directors)	ADMINISTRATORS		
	• All other support specialist	OTHER_SUPPORTSPECIALIST		
	• Behavioral specialist	BEHAVIOR_SPECIALIST		
	• Early learning assistant teachers	EARLY_ASSISTTEACHER		
	• Early learning teacher	EARLY_TEACHER		
	• Elementary teacher	ELEM_TEACHER		
	• Family service worker	FAMILY_SERVICE		
	• Health specialist	HEALTH_SPECIALIST		
	• Home visitors	HOME_VISITOR		
	• Instructional coordinator	INSTRUCTIONAL_COORD		
	• Kindergarten teacher	KG_TEACHER		
	• Librarian/Media specialist	LIBRARYMEDIA_SPECIALIST		
	• Librarian/Media support staff	LIBRARYMEDIA_SUPPORT		
	• Owner	OWNER		
	• Mental health specialist	MH_SPECIALIST		
	• Nutrition specialist	NUTRITION_SPECIALIST		
	• Paraprofessionals	PARAPROFESSIONAL		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	• Part C early interventionist	PARTC_INTERVENTIONIST		
	• Part C service coordinators	PARTC_COORDINATOR		
	• School counselors	SCH_COUNSELOR		
	• Secondary teachers	SECONDARY_TEACHER		
	• Social workers	SOCIAL_WORKER		
	• Special education teachers	SPECIAL_EDUCATION		
	• Special needs specialist	SPCNDS_SPECIALIST		
	• Student support services staff	STUDENT_SUPPORT		
	• Technical assistance provider	TA_PROVIDER		
	• Ungraded teachers	UNGRADED_TEACHER		
Union Membership Status (CE) (WF)	An indication of whether the person is a member of a union.	UNION	Numeric	Yes; No;
Employment Start Date (CE) (WF, CO)	The month, day, and year on which a person began self-employment or employment with an organization or institution.	START_DATE	Date	DD/MM/YYYY
Employment End Date (P, CE) (WF)	The month, day, and year on which a person ended self-employment or employment with an organization or institution.	END_DATE	Date	DD/MM/YYYY
Months Worked Per Year (WF)	Number of months a practitioner works per year.	MTHSPERYR	Numeric	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Weeks Employed Per Year (CE) (WF, CO)	The number of weeks employed by year.	WKSPERYR	Numeric	
Hours Worked Per Week (P, CE) (WF, CO)	Number of hours works per week for this employment	HRSPERWK	Numeric	
Hourly Wage (P, CE) (WF, CO)	Wage associated with the practitioner's position.	WAGE_HRLY	US Currency	
Wage Collection Code (CE) (WF)	Method used for the collection of wage data for this employment record.	WAGE_COLLECTION	Numeric	Collected hourly; Collected as salary and converted; Collected in both methods but method not tracked on an individual record; Wage data not present;
Wage Verification Code (CE) (WF)	Code that is applicable to the wage data.	WAGE_VERIFCATION	Numeric	Verified; Unverified; Wage data not present;
Clock Hours Required (CE) (WF)	Number of clock hours for practitioners to meet requirements of the state. This would apply to any pre- service or on-going training that a state requires.	CLOCK_HRS	Numeric	

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Directs Work with Age Group (P) (WF)	Practitioner directly works with this age group in the current position.		Numeric	Yes; No;
	• Infants	DIRECT_INFANT		
	• Toddlers	DIRECT_TODDLER		
	• Preschoolers	DIRECT_PRECHOOL		
	• School-age children	DIRECT_SCHAGE		
	• Children of all ages	DIRECT_ALLAGES		

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Education

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Name of Institution (CE) (WF)	The full legally accepted name of the institution.	INSTITUTION	Alphanumeric	
Higher Education Institution Accreditation Status (CE)	An indication of the accreditation status of a higher education institution.	INSTITUTION_ACCRED	Numeric	Regionally accredited; Not accredited; Programmatic accreditation; National; Faith; Career related;
Organization Name (CE)	The name of a non-person entity such as an organization, institution, agency or business.	PRAC_ORG	Alphanumeric	
Session End Time (CE)	The hour, minute and second on which a session ends.	TIME_STOP	Time	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Degree or Certificate Type (Q, I, P, CE) (WF, CO)	The type of degree or certificate earned by a person.	EDUCATION_TYPE	Numeric	Adult basic education diploma; Associate's degree (two years or more); bachelor's (Baccalaureate) degree; Doctoral (Doctor's) degree; First-professional degree; Formal award, certificate or diploma (less than one year); Formal award, certificate or diploma (more than or equal to one year); Graduate certificate; High school diploma or the equivalent (e.g., GED or recognized home school); Master's degree (e.g., M.A., M.S., M. Eng., M.Ed., M.S.W., M.B.A., M.L.S.); Post-professional degree; Some college but no degree; Specialist's degree (e.g., Ed.S.); Career and Technical Education certificate; Other;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Degree or Certificate Title or Subject (I, CE) (WF)	The name of the degree or certificate earned by a person. This includes honorary degrees conferred upon an individual.	EDUCATION_TITL E	Alphanumeric	
Degree or Certificate Conferring Date (I, CE) (WF)	The month, day, and year on which a person received a degree or certificate.	EDUCATION_DATE	Date	DD/MM/YYYY
Practitioner Entry Date (CE) (WF)	The month, day, and year that an individual began participating in an educational experience without completing the course, educational program, or staff development activity.	EDUCATION_ENTRY	Date	DD/MM/YYYY
Withdrawal Date (CE) (WF)	The month, day, and year that an individual ceased participating in an educational experience without completing the course, educational program, or staff development activity.	EDUCATION_WITHDRAWAL	Date	DD/MM/YYYY
Early Childhood Degree Holder (I, CE) (WF)	Staff has a degree in early care and education or child development regardless of the level of degree.	ECE_DEGREE	Numeric	Yes; No;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Total Approved Early Childhood Credits Earned (I, CE) (WF)	Total semester credits earned in early childhood regardless of whether credits are earned as part of an early childhood degree program, other degree program or outside of a degree program.	ECE_CREDITS	Numeric	
Business-related Credits (WF)	Business-related semester credits	BUSINESS_CREDITS	Numeric	
Number of School-Age Education Postsecondary Credits (I, CE) (WF)	The number of college course credit hours an individual has successfully completed that are related to K-12 education, parks and recreation, and juvenile justice.	SCHAGE_CREDITS	Numeric	
Early Learning Staff Total College Credits Earned (I, CE) (WF)	Total number of college credits earned, including all credits within a degree and outside a degree, regardless of whether they all are early childhood credits.	COLLEGE_CREDITS	Numeric	

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Professional Development

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Professional Development Activity State Approved Status (CE) (WF)	An indication of whether a training activity has been approved through a state process.	STATE_APPROVED	Numeric	Yes; No;
Training Collection Code (WF)	This code provides further information about whether the data in the "number of training hours" represents all training received by the individual.	TRAIN_CODE	Numeric	All of the training for an individual is included; All of the training that has documentation is included. There may or may not be additional training that has not been provided; Training data is only recorded on a select population of staff;
Organization Offering Training (CE)	The name of the organization where training was offered.	TRAIN_ORG	Alphanumeric	
Event ID (CE) (WF)	A unique number or alphanumeric code assigned to a training event as assigned by the organization offering the training.	EVENT_ID	Alphanumeric	
Training Title (WF)	The title of the training event or series of events.	TRAIN_TITLE	Alphanumeric	
State Approved Trainer Status (CE) (WF)	An indication of whether an individual has been approved as a trainer through a state process.	TRAINER_APPRV	Numeric	Yes; No;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Training Start Date (WF)	The month, day, and year on which an individual begins a course, an education program or a staff development activity.	TRAIN_START	Date	DD/MM/YYYY
Training Completion Date (WF)	The month, day, and year on which an individual completed a course, an education program or a staff development activity.	TRAIN_END	Date	DD/MM/YYYY
Early Learning Core Knowledge Area (I, CE) (WF, DEV)	A description of the core knowledge areas addressed by Early Learning professional development.		Numeric	Yes; No;
	• Child growth and development	CHILD_DEVELOPMENT		
	• Health safety and nutrition	HEALTH_SAFETY		
	• Teaching and learning	TEACHING_LEARNING		
	• Observing documenting and assessing	OBSERV_ASSESSMENT		
	• Family and community relationships	FAMILY_RELATIONSHIPS		
	• Administration and management	ADMINISTRATION		
	• Early childhood education profession and policy	PROFESSIONALISM		
	• Other	OTHER		
Number of Training Hours (I) (WF)	Number of training hours completed for current calendar year.	TRAIN_HRS	Numeric	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Early Childhood Training Hours (I) (WF)	Number of hours of training practitioner received in the past year in early childhood education and care child development.	TRAIN_ECE	Numeric	
Number of Clock Hours Earned (WF)	The total number of clock hours earned for the training event.	TRAIN_CLOCK	Numeric	
Number of CEUs Earned (I) (WF)	The total number of continuing education units (CEUs) earned for the training event.	TRAIN_CEU	Numeric	
Professional Association Membership Status (CE) (WF)	An indication of whether the person is a member of a professional organization or association.	PROF_MEMBER	Numeric	Yes; No;
First Aid Certification Expiration Date (CE) (WF)	The date an individual's first aid training certification expires.	FIRSTAID_EXPIRE	Date	DD/MM/YYYY
Cardiopulmonary Resuscitation Certification Expiration Date (CE) (WF, PAR)	The date an individual's cardiopulmonary resuscitation (CPR) training certification expires.	CPR_EXPIRE	Date	DD/MM/YYYY
Training Credit Type (WF)	Type of credit received for professional development activities.	CREDIT_TYPE	Numeric	One-time non-credit; One-time credit paid; Ongoing non-credit; Ongoing credit paid;
	• One-time non-credit			
	• One-time credit paid			
	• On-going non-credit			
	• On-going credit paid			

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Financial Supports (Q, CE) (WF)	Type of financial assistance to support non-credit professional development activities		Numeric	Yes; No;
	• Salary bonus	BONUS		
	• Wage enhancement	WAGE_ENHANCEMENT		
	• Tuition reimbursement	TUITION		
	• Travel	TRAVEL		
	• Child care	CHILDCARE		
	• Release time	RELEASETIME		
	• Scholarship	SCHOLARSHIP		
	• Loan	LOAN		
	• Other	OTHER		
	• Career Advisors, mentors, coaches, or consultants	ADVISOR		
	• Paid or unpaid leave for professional development	LEAVE		
State Approved Technical Assistance Provider Status (CE) (WF)	An indication of whether an individual has been approved as a technical assistance provider through a state process.	TA_APPRV	Numeric	Yes; No;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Technical Assistance Date (WF)	The year, month, and date that a practitioner received targeted technical assistance as defined by NAEYC/NACCRRA: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/new_glossary.pdf	TA_DATE	Date	DD/MM/YYYY
Technical Assistance Hours (Q)	Total number of hours of technical assistance the practitioner received. Technical Assistance is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.	TA_HOURS	Numeric	
Technical Assistance Type (WF)	Type of targeted technical assistance an individual receives as defined by NAEYC/NACCRRA: http://www.naeyc.org/GlossaryTraining_TA.pdf	TA_TYPE	Numeric	Mentoring; Coaching; Consultation; Professional development advising; Peer-to-peer;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Technical Assistance Focus (Q) (WF)	The subject matter or area of knowledge which was the focus of the targeted technical assistance the practitioner received.		Numeric	Yes; No;
	• Health and safety	HEALTH		
	• Inclusion	INCLUSION		
	• Infant and toddler care	INFANT		
	• Improving teacher child interactions	TEACHER_INTERACTIONS		
	• Mental health	MENTAL_HEALTH		
	• Observational assessment tools for program improvement	OBSERVATION		
	• Program administration and management practices	PRGM_ADMIN		
	• Quality rating and improvement systems	QRIS		
	• School-age care	SCHAGE		
	• Teaching dual language learners	DDL		
	• Understanding developmental screenings	DEVELOP_SCREENING		
Technical Assistance Delivery Type (CE)	The method of delivery of technical assistance received/provided.	TA_DELIVERY	Numeric	Onsite; Virtual; Off-site; Conference;
Training Focus (Q)	• Health and safety	HEALTH	Numeric	Yes; No;
	• Inclusion	INCLUSION		

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(WF)	• Infant and toddler care	INFANT		
	• Improving teacher child interactions	TEACHER_INTERACTIONS		
	• Mental health	MENTAL_HEALTH		
	• Observational assessment tools for program improvement	OBSERVATION		
	• Program administration and management practices	PRGM_ADMIN		
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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Practitioner Training (I) (WF, DEV)	Practitioner participated in the following type of topics and type of training:	TRAIN_TYPE		Working with children with special physical, social, emotional or behavioral needs; State early learning guidelines; Working with children who speak more than one language; Planning activities for the whole class; Physical development; Workshops like those offered by professional associations, resource and referral networks in the past 12 months; Coaching, mentoring or ongoing consultation with a specialist in the past 12 months; Visits to classrooms in other programs in the past 12 months; Meeting(s) of a professional organization in the past 12 months; Other;

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Work Experience

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Child Care Years of Experience (WF, PAR, DEV, CO)	Years of teaching experience in center/family child care.	ECYRS_TEACHER	Numeric	
Director Management Experience (WF)	Years of experience in administration of a child care setting.	ECYRS_MANAGER	Numeric	
Years in Field (WF, CO)	Years of experience in the early childhood field.	ECYRS_EXP	Numeric	
Years in Field Methodology (WF)	The method used to collect data on number of years.	ECE_EXPMTHD	Numeric	Ask the practitioner, and report the number; Ask the practitioner and adjust the number to reflect the time passed since the question was asked; Ask the practitioner when they started working in the field and calculate the elapsed time in years; Do not collect;
Years of Experience Children with Disabilities (WF, CO)	Years of experience practitioner has with children under 5 years old who have disabilities.	EXPERIENCE_DISABLE	Numeric	

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Class/Group Level

Identification

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Early Learning Class Group Identifier (CE)	A unique number or alphanumeric code assigned by a school, school system, a state, or other agency or entity for a particular early learning class or group.	CLASSID	Alphanumeric	
Early Learning Class Group Name (CE)	Name of an early learning class or group.	GROUP_NAME	Alphanumeric	

Site Structure

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Use of Assessment (DEV)	An assessment is used to observe and track the progress of children in the classroom	ASSESSMENT	Numeric	Yes; No;
Assessment Aligned with Early Learning Guidelines (DEV)	Assessment is aligned with ELGs	ELGS	Numeric	Yes; No;
Ages Served (P) (ACC, PAR)	The ages of children served by a classroom as identified by the funding and/or licensing source.	AGES_SERVED	Alphanumeric	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Children Enrolled Classroom	Total number of children enrolled in classroom.	ENROLL_CLASS	Numeric	
Serves Children with Special Needs (CE) (DEV, PAR, RE)	An indication of whether a class or group serves children with special needs.	SPCNDS_N	Numeric	Yes; No;
Early Learning Group Size Standards Met (CE) (DEV)	An indication of whether a program meets NAEYC or NAFCC standards for infant group sizes.	GROUP_SIZE_MET	Numeric	Infants - Meets or exceeds standards for infants; Toddlers - Meets or exceeds standards for toddlers; Preschoolers - Meets or exceeds standards for preschoolers; School-Age - Meets or exceeds standards for school-age
Site Option Variation (CE)	Nature of early childhood class/group in which a child is enrolled.		Numeric	Full-day/full-year; Full-day/part-year; Part-day/full-year; Part-day/part-year; Home-based; Not applicable;

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Quality Measures

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
CLASS (DEV)	The Classroom Assessment Scoring System (CLASS) is designed to assess the quality of teacher-child interactions in the classroom. There are infant, toddler, pre-K, K-3 rd grade and elementary-secondary grade versions of the observation tool. ³⁷ Measure of teacher-child interactions organized by 3 domains.		Numeric	
	Emotional Support: Negative climate; Positive climate; Regard for student perspectives; Teacher sensitivity	CLASS_EMOTIONAL		
	Classroom Organization: Behavior management; Instructional learning formats; Productivity	CLASS_ORGANIZATION		
	Instructional Support: Concept development; Language modeling; Quality of feedback	CLASS_INSTRUCTIONAL		
CLASS Average Score (DEV)	CLASS average scores organized by domain	AVG_EMOTIONAL AVG_ORGANIZATIONAL AVG_INSTRUCTIONAL	Numeric	
CLASS Reliability (DEV)	Documentation of whether CLASS observation rating included a check of interrater reliability	CLASS_RELIABILITY	Numeric	Yes; No;
CLASS Date Administered (DEV)	Date of the CLASS observation	CLASS_DATE	Date	DD/MM/YYYY
ECERS-R Items (DEV)	The Early Childhood Environment Rating Scale-Revised (ECERS-R) is designed to assess group programs for preschool- kindergarten aged children, from 2 through 5 years of age.		Numeric	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	Space and Furnishings: Indoor space; Furniture for routine care, play and learning; Furnishings for relaxation and comfort; Room arrangement for play; Space for privacy; Child-related display; Space for gross motor play; Gross motor equipment	ECERS-R_SPACE		
	Personal Care Routines: Greeting/departing; Meals/snacks; Nap/rest; Toileting/diapering; Health practices; Safety practices	ECERS-R_ROUTINES		
	Language-Reasoning: Books and pictures; Encouraging children to communicate; Using language to develop reasoning skills; Informal use of language	ECERS-R_LANGUAGE		
	Activities: Fine motor; Art; Music/movement; Blocks; Sand/water; Dramatic play; Nature/science; Math/number; Use of TV, video, and/or computers; Promoting acceptance of diversity;	ECERS-R_ACTIVITIES		
	Interaction: Supervision of gross motor activities; General supervision of children (other than gross motor); Discipline; Staff- child interactions; Interactions among children;	ECERS-R_INTERACTION		
	Program Structure: Schedule; Free play; Group time; Provisions for children with disabilities	ECERS-R_PROGRAM		
	Parents and Staff: Provisions for parents; Provisions for personal needs of staff; Provisions for professional needs of staff; Staff interaction and cooperation; Supervision and evaluation of staff; Opportunities for professional growth	ECERS-R_PARENT		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
ECERS-R Average (DEV)	ECERS-R Average scores by subscale	AVG_SPACE AVG_ROUTINES AVG_LANGUAGE AVG_ACTIVITIES AVG_INTERACTION AVG_PROGRAM AVG_PARENT	Numeric	
ECERS-R Reliability (DEV)	Documentation of whether ECERS-R observation rating included a check of interrater reliability.	ECERS-R_RELIABILITY	Numeric	Yes; No;
ECERS-E Date Administered (DEV)	Date of the ECERS-E observation	ECERS-E_DATE	Date	DD/MM/YYYY
ECERS-E Items (DEV)	Early Childhood Environment Rating Scale-Extension (ECERS-E) is an instrument for measuring quality in literacy, numeracy, science and diversity as observable in pre- school in relation to child cognitive and social/behavioral developmental outcomes for children age 3-5.		Numeric	
	Diversity: Gender equality and awareness; Planning for individual learning needs; Race equality and awareness	ECERS-E_DIVERSITY		
	Literacy: Adult reading with the children; Book and literacy area; Emergent writing/mark making; Environmental print: Letters and words; Sounds in words; Talking and listening	ECERS-E_LITERACY		
	Mathematics: Counting and application of counting; Mathematical Activities: Shape; Mathematical Activities: Sorting, matching, and comparing; Reading and representing simple numbers	ECERS-E_MATH		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	Science and Environment: Science Activities: Non-living; Areas featuring science/science materials; Natural materials; Science Activities: Food preparation; Science Activities: Living processes	ECERS-E_SCIENCE		
ECERS-E Average (DEV)	ECERS-E Average scores by subscale	AVG_DIVERSITY AVG_LITERACY AVG_MATH AVG_SCIENCE	Numeric	
ECERS-E Reliability (DEV)	Documentation of whether ECERS-E observation rating included a check of interrater reliability	ECERS-E_RELIABILITY	Numeric	Yes; No;
FCCERS-R Date Administered (DEV)	Date of the FCCERS-R observation	FCCERS-R_DATE	Date	DD/MM/YYYY
FCCERS-R Items (DEV)	The Family Child Care Environmental Rating Scale-Revised (FCCERS-R) is designed to assess family child care programs conducted in a provider's home.		Numeric	
	Activities: active physical play; art; blocks; dramatic play; fine motor; math/number; music and movement; nature/science; promoting acceptance of diversity; sand and water play; use of TV, video, and/or computer	FCCERS-R_ACTIVITIES		
	Interaction: discipline; interaction among children; provider-child interaction; supervision of play and learning	FCCERS-R_INTERACTION		
	Listening and Talking: helping children understand language; helping children use language; using books	FCCERS-R_LISTENING		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	Parents and Provider: balancing personal and caregiving responsibilities; opportunities for professional growth; provisions for parents; provisions for professional needs	FCCERS-R_PARENT_PROVIDER		
	Personal Care Routines: diapering/toileting; greeting/departing; health practices; meals/snacks; nap/rest; safety practices	FCCERS-R_ROUTINE		
	Program Structure: free play; group time; provisions for children with disabilities; schedule	FCCERS-R_PROGRAM		
	Space and Furnishings: Arrangement of indoor space for child care; display for children; furniture for routine care, play, and learning; indoor space used for child care; provision for relaxation and comfort, space for privacy	FCCERS-R_SPACE		
FCCERS-R Average (DEV)	FCCERS-R Average scores by subscale	AVG_ACTIVITIES AVG_INTERACTION AVG_LISTENING AVG_PARENT_PROVIDE R AVG_ROUTINE AVG_PROGRAM AVG_SPACE	Numeric	
FCCERS-R Reliability (DEV)	Documentation of whether FCCERS-R observation rating included a check of interrater reliability	FCCERS-R_RELIABILITY	Numeric	Yes; No;
ITERS-R Date Administered (DEV)	Date of the ITERS-R observation	ITERS-R_DATE	Date	DD/MM/YYYY

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
ITERS-R Items (DEV)	The Infant/Toddler Environment Rating Scale-Revised (ITERS-R) is designed to assess group programs for children from birth to 2 ½ years of age.		Numeric	
	Activities: active physical play; art; blocks; dramatic play; fine motor; music and movement; nature/science; promoting acceptance of diversity; sand and water play; use of TV, video and/or computer interaction; discipline; peer interaction; staff-child interaction; supervision of play and learning	ITERS-R_ACTIVITIES		
	Interaction: supervision of play and learning; peer interaction; staff-child interaction; discipline;	ITERS-R_INTERACTION		
	Listening and Talking: helping children understand language; using books; helping children use language.	ITERS-R_LISTENING		
	Parents and Staff: opportunities for professional growth; provisions for parents; provisions for personal needs of staff; provisions for professional needs of staff; staff continuity; staff interaction and cooperation; supervision and evaluation of staff	ITERS-R_PARENTSTAFF		
	Personal Care Routines: diapering/toileting; greeting/departing; health practices; meals/snacks; nap; safety practices	ITERS-R_ROUTINES		
	Program Structure: free play; group play activities; provisions for children with disabilities; schedule	ITERS-R_PROGRAM		
	Space and Furnishings: display for children; furniture for routine care and play; indoor space; provision for relaxation and comfort; room arrangement	ITERS-R_SPACES		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
ITERS-R Average (DEV)	ITERS-R Average scores by subscale	AVG_ACTIVITIES AVG_LISTENING AVG_PARENTSTAFF AVG_ROUTINES AVG_PROGRAM AVG_SPACES	Numeric	
ITERS-R Reliability (DEV)	Documentation of whether ITERS-R observation rating included a check of interrater reliability	ITERS-R_RELIABILITY	Numeric	Yes; No;

Quality Improvement

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Classroom/Group Quality Improvement Plan	A quality improvement plan (or a portion of a program plan) is in place for the classroom/group that outlines goals, activities, staff responsibilities, and timeline for improvement	CLASS_QIP	Numeric	Yes; No;
Classroom Implementing ELG (DEV)	Classroom demonstrates that the curriculum incorporates the ELGs and that practices are aligned with early learning goals for children for each of the following age groups		Numeric	Yes; No;
	• Infants/toddlers	CLASSELG_IT		
	• Preschoolers	CLASSELG_P		
	• School-age children	CLASSELG_SAC		

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Demographics

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Instructional Language (DEV, PAR)	The language in which instruction is delivered to children.	INSTRUCT_LANG	Numeric	See CEDS website: https://ceds.ed.gov/iso639-2LanguageCodev8.aspx
Instructional Language Amount (DEV, PAR)	How often each language is used for instructional time with children.	INSTRUCT_LANG_TIME	Numeric	Always; Part of the time; Rarely;

Site Level

Identification

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Site ID (Q, A, C)	A unique number or alphanumeric code assigned to a program site by a school, school system, state, or other agency or entity.	PROGRAM SITEID	Alphanumeric	
License ID	Child care license identifier issued by licensing authority	LICENCE_ID	Alphanumeric	
Site Name (P, CE)	The full, legally accepted name of the institution at the program site level.	PROGRAM SITE_NAME	Alphanumeric	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Site Address (A, P, CE)	Address Street Number and Name: The street number and street name or post office box number of a program site's address.	ADDRESS	Alphanumeric	
	Apartment Room or Suite Number: The program site's apartment, room, or suite number of an address.	APT		
	Address City: The name of the city in which a program site's address is located.	CITY		
	Address County: The name of the county, parish, borough, or comparable unit (within a state) in which a program site's address is located.	COUNTY		
	Address Postal code: A number that identifies each postal delivery area in the United States used as a portion of a program site's address.	ZIPCODE		
	State Abbreviation: The abbreviation for the state (within the United States) or outlying area in which an address is located.	STATE		
	Country Code: The unique two character International Organization for Standardization (ISO) code for the country in which an address is located.	COUNTRY		
Site Address Type (CE)	The type of address listed for an organization.		Numeric	Yes; No;
	• Mailing address	MAILING		
	• Physical address	PHYSICAL		
	• Shipping address	SHIPPING		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Site Phone (B, P, CE)	The telephone number including the area code, and extension, if applicable.	PRGM_PHONE	Alphanumeric	
Primary Phone Indicator (CE)	An indication that the telephone number should be used as the contact number for a person or organization.	PRIMARY_PHONE	Numeric	Yes; No;
FIPS Code (A, C)	The FIPS Code geographic identifiers are issued by the National Bureau of Standards. The County FIPS code should be a location where child care services are actually delivered, not a location that is solely for administrative offices. If the provider operates in multiple locations in the state, then the County FIPS code should represent the provider location receiving the stabilization grant.	FIPS	Numeric	https://www.census.gov/library/reference/code-lists/ansi.html#par_statelist
Site Email Address (B)	The email address for the program site, if applicable.	PRGM_EMAIL	Alphanumeric	
Program Identifier (CE)	A unique number or alphanumeric code assigned to a program by a school, school system, a state, or other agency or entity.	PROGRAM SITE ID	Numeric	
Program Email (P)	The email address for the program	PROGRAM_EMAIL		

****Option Set for Program site Address:**

State Abbreviation: AK - Alaska, AL - Alabama, AR - Arkansas, AS - American Samoa, AZ - Arizona, CA - California, CO - Colorado, CT - Connecticut, DC - District of Columbia, DE - Delaware, FL - Florida, FM - Federated States of Micronesia, GA - Georgia, GU - Guam, HI - Hawaii, IA - Iowa, ID - Idaho, IL - Illinois, IN - Indiana, KS - Kansas, KY - Kentucky, LA - Louisiana, MA - Massachusetts, MD - Maryland, ME - Maine, MH - Marshall Islands, MI - Michigan, MN - Minnesota, MO - Missouri, MP - Northern Marianas, MS - Mississippi, MT - Montana, NC - North Carolina, ND - North Dakota, NE - Nebraska, NH - New Hampshire, NJ -

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New Jersey, NM - New Mexico, NV - Nevada, NY - New York, OH - Ohio, OK - Oklahoma, OR - Oregon, PA - Pennsylvania, PR - Puerto Rico, PW - Palau, RI - Rhode Island, SC - South Carolina, SD - South Dakota, TN - Tennessee, TX - Texas, UT - Utah, VA - Virginia, VI - Virgin Islands, VT - Vermont, WA - Washington, WI - Wisconsin, WV - West Virginia, WY - Wyoming
Country Code: See Common Data Standards website at www.ceds.ed.gov.

Site Structure

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Under 1 year (ACC)	Number of children the program site serves (birth through 11 months).	UNDER1YR	Numeric	
1 year old (ACC)	Number of children the program site serves (12 months through 23 months).	YEAR1	Numeric	
2 years old (ACC)	Number of children the program site serves (24 months through 35 months).	YEAR2	Numeric	
3 years old (ACC)	Number of children the program site serves (36 months through 47 months).	YEAR3	Numeric	
4 years old (ACC)	Number of children the program site serves (48 months through 59 months).	YEAR4	Numeric	
5 years and older (ACC)	Number of children the program site serves (60 months and older).	YEAR5	Numeric	
Total Hours of Child Care During the Month (A) (ACC, PAR, RE)	The number of hours of subsidized child care a child received during the report month, rounded to the nearest whole number.	TOTAL_HOURS	Alphanumeric	

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Licensing/Accreditation Information

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Desired Capacity (ACC, PAR, RE, CO)	Licensed or identified capacity by age group	DESIRED_CAPACITY	Numeric	Total desired capacity; Infant desired capacity; Toddler desired capacity; Preschooler desired capacity; School-age children desired capacity;
Licensed Capacity (ACC, PAR, RE, CO)	Licensed or identified capacity by age group that providers awarded stabilization grants served.	LICENSED_CAPACITY	Numeric	Total licensed or identified capacity; Infant licensed or identified capacity; Toddler licensed or identified capacity; Preschooler licensed or identified capacity; School-age children licensed or identified capacity;

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Monitoring Visit Type (Q)	The type of monitoring visit received by a program. A monitoring visit is a visit by departmental personnel to a licensed child care site with the goal of ensuring compliance with licensing regulations. This may include initial licensing determination visits, licensing renewal visits, periodic announced or unannounced visits, and visits made after a complaint.	MONITOR_TYPE	Numeric	On-site; Virtual;
Service Status During Expulsion (I) (ACC, PAR)	The status of services for children with or without disabilities during their expulsion.		Numeric	Undefined
	<ul style="list-style-type: none"> Children with Disability Received Educational Services during Expulsion 	WDIS_RECEIVED		
	<ul style="list-style-type: none"> Children with Disability Did not Receive Educational Services during Expulsion 	WDIS_NOT RECEIVED		
	<ul style="list-style-type: none"> Children without Disability Received Educational Services during Expulsion Children without Disability Did not Receive Educational Services during Expulsion 	WODIS_RECEIVED WODIS_NOT RECEIVED		
Status of Due Process Complaints (I)	The status of due process complaints filed.	DUE_P_FILED	Date	MM/DD/YYYY
		DUE_P_RES_MEETING		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
		DUE_P_AGREEMENT		
		DUE_P_HEARING		
		DUE_P_HEARING_DECISION		
		DUE_P_HEARING_PENDING		
		DUE_P_DISMISSED		
		EDPC_FILED		
Status of Expedited Due Process Complaints (I)	The status of expedited due process complaints filed.	EDPC_RES_MEETING	Date	MM/DD/YYYY
		EDPC_SETTLEMENT		
		DUE_P_HEARING		
		DUE_P_HEARING_CPO		
		DUE_P_HEARING_PENDING		
		DUE_P_WITHDRAWN_DISMISSED		
Status of Mediations (I)	The status of mediation requests.	MED_REQUESTED	Date	DD/MM/YYYY
		MED_HELD		
		MED_RELATED_DUEPROCESS		
		MED_NOTRELATED_DUEPROCESS		
		MED_AGREEMENT		
		MED_WITHDRAWN		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Site Licensing Status (Q) (PAR, RE)	Program site's current licensing status.	LIC_STATUS	Numeric	Unlicensed; Exempt; Licensed;
Initial License Date (CE)	The year, month and day on which a program site received its initial license.	LIC_DATE	Date	DD/MM/YYYY
Continuing License Date	The year, month and day on which a program site received its continuing license.	LIC_RENEWAL	Date	DD/MM/YYYY
Profit Facility (P, CE) (AFF, ACC, PAR, RE)	Program site's for-profit status.	PROFIT	Numeric	For profit facility; Non-profit facility; Government run facility;
Facility Licensing Status (CE) (PAR, RE)	The status of the facility license.	FAC_STATE	Numeric	Regulated; Unregulated; Exempt;
Facility Type (Q, B) (ACC, PAR, RE)	Facility type as defined by Workforce Data Systems Alignment Project.	FAC_TYPE	Numeric	Family child care; Center child care; School-based child care; In-home care;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Monitoring Visits (Q, A, CE) (ACC, PAR)	The year, month and day on which the program site received a monitoring visit. A monitoring visit is a program site visit by departmental personnel to a licensed child care program site with the goal of ensuring compliance with licensing regulations. This may include initial licensing determination visits, licensing renewal visits, periodic announced or unannounced visits, and visits made after a complaint.	MONITOR_DATE	Date	DD/MM/YYYY
Revocations (Q, CE) (RE, PAR)	The year, month and day on which the program site's license was revoked due to violations as determined by the state. Revocation of license includes termination or non-renewal of licensure and any other enforcement action that requires the closure of a program site.	REVOCATION_DATE	Date	DD/MM/YYYY
Suspensions (CE) (PAR)	The year, month and day on which the program site's license was suspended due to violations as determined by the state. Suspension of license includes any enforcement action that requires the temporary suspension of child care services.	SUSPENSION_DATE	Date	DD/MM/YYYY
Fatalities (B, CE)	The year, month and day on which a fatality occurred at the program site, as defined by the state.	FATALITY_DATE	Date	DD/MM/YYYY

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Injuries (CE)	The year, month and day on which an injury occurred at the program site, as defined by the state.	INJURY_DATE	Date	DD/MM/YYYY
Accreditation Status (A) (ACC, PAR)	Program site's accreditation status.	ACCRED	Numeric	Not accredited; Accreditation in progress ; Accredited;
Accrediting Organization (CE)	Program site is accredited by one of the following organizations.	ACCREDORG	Numeric	National Association for the Education of Young Children; National Early Childhood Program Accreditation; National Accreditation Commission Council on Accreditation; National Association for Family Child Care; Southern Association of Colleges and Schools; Other;
Program Site Licensing Status (C, CE) (RE)	Site's current licensing status.	LIC_STATUS	Numeric	In good standing; Suspended; Revoked;
Program Site Licensing Type (CE) (ACC, PAR)	Site's current type of licensing.	LIC_TYPE	Numeric	Unlicensed; Exempt; Licensed;
Written Signed Complaint Findings (Q, I)	The date a written signed complaint is found to have substantiated findings.	WSC_FINDINGS	Date	MM/DD/YYYY

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Written Signed Complaint Issued (I)	The date a written signed complaint is issued.	WSC_ISSUED	Date	MM/DD/YYYY
Written Signed Complaint Withdrawn or Dismissed (I)	The date a written signed complaint is withdrawn or dismissed.	WSC_DISMISSED	Date	MM/DD/YYYY
Written Signed Complaint Pending (I)	The written signed complaint is pending a due process hearing.	WSC_PENDING	Numeric	MM/DD/YYYY

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Program Management

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Operation Date (CE) (ACC)	The year, month and day on which a program site began operation.	OPERATION_DATE	Date	DD/MM/YYYY
Operation Date Ended	The year, month, and day on which a site ended operation.	OPERATION_DATEEND	Date	DD/MM/YYYY
Operational Status (B, C)	The current status of the organization's operations, exclusive of scheduled breaks, holidays, or other temporary interruptions.	OPERATIONSTATUS	Numeric	Active; Inactive; Not selected;
Early Childhood Setting (CE) (ACC, PAR, DEV)	The program site or setting in which early childhood care, education, and/or services are provided.		Numeric	Yes; No;
	• Home-based	HOMEBASED		
	• Center-based (including a school setting)	CENTERBASED		
	• Center-based for children with special needs	CENTERSPCNDS		
	• Family child care	FCC		
	• Medical facility-based	MEDICALFACILITY		
	• Multi-setting	MULTISETTING		
	• License-exempt	LICENSEEXEMPT		
	• Other	ECSETTINGOTHER		
Early Childhood Program Type Offered (A, CE)	Type(s) of early childhood program offered.		Numeric	Yes; No;
	• Head Start	HS		

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(ACC, PAR, DEV)	• Early Head Start	HS_EARLY		
	• Migrant Head Start	HS_MIGRANT		
	• Tribal Head Start	HS_TRIBAL		
	• Public preschool	PRESCH_PUBLIC		
	• Private preschool	PRESCH_PRIVATE		
	• Locally funded preschool	PRESCH_LOCAL		
	• Licensed family child care home	LFCCH		
	• Child Care	CHILDCARE		
	• Preschool special education	PRESCH_SPCNDS		
	• Informal care	INFORMAL		
	• Home visiting	HOME_VISITING		
	• Early Intervention Part C	PARTC		
	• Faith based program	FAITH		
	• Tribally administered program	TRIBAL		
	• Other	OTHER		
	• None	NONE		
Year Schedule (PAR)	A designation of the general schedule on which the program site or classroom is open for children to attend.		Numeric	Yes; No;
	• Full-day/full-year	FD_FYEAR		
	• Full-day/part-year	FD_PYEAR		

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	<ul style="list-style-type: none"> Part-day/full-year Part-day/part-year 	PD_FYEAR		
		PD_PYEAR		
Family Child Care Network Participation (WF)	An indication of whether the site participates in a staffed family child care network supported by CCDF funds	FCCN_PARTICIPATION	Alphanumeric	Yes; No;
Referral Date (CE) (ACC, PAR, RE)	The date of referral.	REFERRAL_DATE	Date	
Referral Reason (CE) (ACC, PAR, RE)	The reason for the referral.	REFERRAL_REASON	Alphanumeric	
Referral Source (CE)	The person, program, or organization making the initial referral.	REFERRAL_SOURCE	Alphanumeric	
Referral Type Received (CE)	A type of service that a child or family has received a referral for.	REFERRAL_TYPE	Alphanumeric	
Referred To (CE)	The program or organization to which the child/family was referred.	REFERRAL_TO	Alphanumeric	
Referral Outcome (CE) (ACC, PAR, RE)	The outcome of the referral.	REFERRAL_OUTCOME	Numeric	Waiting list; Parent declined service; Enrolled; Unable to contact parent/family/guardian; Not eligible; Other;
Weeks Available Per Year (CE) (ACC, PAR, RE)	The number of operating weeks per year the program site is open for children to attend.	WKSPERYR	Numeric	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Days Available Per Week (CE) (PAR)	The number of days per week the program site is open for children to attend.	DYSPERWK	Numeric	
Hours Available Per Day (CE) (PAR, RE)	The number of hours per day the program site is open for children to attend.	HRSPERDAY	Numeric	
Session Start Time (CE) (RE, PAR)	The hour, minute and second on which a session begins.	TIME_START	Time	
Session End Time (CE) (RE, PAR)	The hour, minute and second on which a session ends.	TIME_STOP	Time	
Number of Classrooms (P, CE) (ACC, PAR, RE)	Total number of classrooms for a program site.	CLASS_N	Numeric	
Number of Full Time Staff (WF, ACC, PAR, RE)	Total number of teaching staff (lead, assistant) that work at this program site full-time and were employed for the full year.	STAFF_FTN	Numeric	
Number of Half Time Staff (WF, ACC, PAR, RE)	Total number of teaching staff (lead, assistant) that work at this program site at least half-time that were employed for the full year.	STAFF_HTN	Numeric	
Cultural Linguistic Diversity (CE) (PAR)	Description of the program site's cultural and linguistic diversity.		Numeric	Yes; No;
	<ul style="list-style-type: none"> Program site translates written materials into parent's language 	TRANSLATES		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> Program site environment includes books, pictures, activities, foods, and music representing different cultures 	CULTURAL_MATERIALS		
	<ul style="list-style-type: none"> Program site has staff that can communicate with parents in their primary language 	COMMUNICATION		
Health Promotion (CE) (DEV, PAR)	Description of the program site's health promotion services.		Numeric	Yes; No;
	<ul style="list-style-type: none"> Program site ensures all children are receiving health screenings 	HEALTH_SCREENINGS		
	<ul style="list-style-type: none"> Program site ensures that all children are receiving developmental screenings 	DEVELOP_SCREENINGS		
	<ul style="list-style-type: none"> Program site ensures that all children are receiving immunizations 	IMMUNIZATIONS		
	<ul style="list-style-type: none"> Program site ensures that all children are receiving referrals 	REFERRALS		
	<ul style="list-style-type: none"> Program site uses a health or safety checklist for documentation 	CHECKLISTS		
Subject to State Pre-K Standards (A)	Provider is subject to state pre-K standards	PREK_STANDARDS	Numeric	Yes; No;
Assessment Referrals (CE) (DEV)	Assessment results are used to make referrals.	REFERRALS	Numeric	Yes; No;
Inclusion Activities (CE) (ACC, PAR, DEV)	Description of the program site's inclusion activities and policies pertaining to English Language Learners, children with disabilities, and other special needs children.		Numeric	Yes; No;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> Program site serves child with special needs (English language learners, children with disabilities) 	SERVICE_SPCNDS		
	<ul style="list-style-type: none"> Program site uses IEPs to address the special needs of children 	SERVICE_IEPS		
	<ul style="list-style-type: none"> Program site uses ISFPPs to address the special needs of children 	SERVICE_ISFPP		
	<ul style="list-style-type: none"> Program site coordinates with specialists to address the special needs of children 	COORDINATE_SPCNDS		
	<ul style="list-style-type: none"> Program site shares results with parents to address the special needs of children 	COMM_RESULTS		
Program Administration Scale Date Completed	Date the Program Administration Scale was administered.	PAS_DATE	Date	DD/MM/YYYY
Program Administration Scale Items	Program administration scale items.		Numeric	
	<ul style="list-style-type: none"> Staff orientation 	PAS_ORIENTATION		
	<ul style="list-style-type: none"> Supervision and performance appraisal 	PAS_SUPERVISION		
	<ul style="list-style-type: none"> Staff development 	PAS_DEVELOPMENT		
	<ul style="list-style-type: none"> Compensation 	PAS_COMPENSATION		
	<ul style="list-style-type: none"> Benefits 	PAS_BENEFITS		
	<ul style="list-style-type: none"> Staffing patterns and scheduling 	PAS_STAFFING		
	<ul style="list-style-type: none"> Facilities management 	PAS_FACILITIES		
	<ul style="list-style-type: none"> Risk management 	PAS_RISKMGMT		
	<ul style="list-style-type: none"> Internal communications 	PAS_COMMUNICATIONS		
	<ul style="list-style-type: none"> Screening and identification of special needs 	PAS_SPECNDS		
	<ul style="list-style-type: none"> Assessment in support of learning 	PAS_SUPPORT		
	<ul style="list-style-type: none"> Budget planning 	PAS_BUDGET		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	• Accounting practices	PAS_ACCOUNTING		
	• Program evaluation	PAS_EVALUATION		
	• Strategic planning	PAS_PLANNING		
	• Family communication	PAS_FAMCOMMUN		
	• Family support and involvement	PAS_FAMSUPPORT		
	• External communications	PAS_EXCOMMUN		
	• Community outreach	PAS_OUTREACH		
	• Technological resources	PAS_TECHRES		
	• Use of technology	PAS_TECHUSE		
	• Administrator	PAS_ADMIN		
	• Lead teacher	PAS_LDTEACH		
	• Teacher	PAS_TEACH		
	• Apprentice teacher/aide	PAS_AIDE		
PAS Scale Scores (DEV)	Scores on the ten subscales of the Program Administration subscales.		Numeric	Yes; No;
	• Human resources development	PAS_HUMANRESOURCE		
	• Personnel cost and allocation	PAS_PERSONNEL		
	• Center operations	PAS_COPERATIONS		
	• Child assessment	PAS_ASSESSMENT		
	• Fiscal management	PAS_FISCALMAN		
	• Program planning and evaluation	PAS_EVALUATION		
	• Family partnerships	PAS_FAMILYPART		
	• Marketing and public relations	PAS_MARKETING		
	• Technology	PAS_TECHNOLOGY		
	• Staff qualifications	PAS_STAFFQUALS		

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Workplace Conditions/Policies

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Compensation Policies (WF)	Description of site's policies for compensating staff.	COMPENSATION_POL	Numeric	<ul style="list-style-type: none"> • Site has a salary scale for staff; • Staff receive money or cash equivalent bonuses; • Staff receive differential shift pay;
Full-Time Employee Benefits (CE) (WF)	Description of program site's benefits offered to staff.	BENEFITS	Numeric	Health insurance; Dental insurance; Vision; Disability insurance; Retirement; Professional membership fees paid; Sick leave; Leave; Vacation; Holiday; Personal leave; Family leave; Bereavement leave; Jury duty leave; Life insurance; Maternity leave; Paternity leave; Family medical leave; Flex plan - dependent care; Flex plan - medical (MSA/HSA);

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
				Transportation; Parking; Flex schedule/time; Employee Assistance Program (EAP); Paid training; Tuition reimbursement; Child care fee assistance; Bonus;
Personnel Policy Type (CE)	Policies related to personnel in the organization.	PERSONNEL_POLICY_TYPE	Numeric	Staff feedback; Staff meetings; Annual performance evaluation; Personal development plans; New staff orientation;
Staff Compensation Longevity (CE) (WF)	Compensation paid to a staff member based on their years of service.		Numeric	
Staff Compensation Source Type (CE) (WF)	The source for the staff compensation a person receives.			K12 School; Local Education Agency; State;
Risk Management	Program site's administrative policies.		Numeric	Yes; No;
	• Risk management plan	RISK_MGMNT		
	• Financial records	RECORDS		
	• Program administration plan	ADMIN_PLAN		
	• Marketing strategy	MARKETING		
	• Written program policies	WRITTEN_POLICIES		
	• Program self- assessment	SELFASSESSMENT		

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Funding/Subsidy

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Type of Funding (Q, B, C) (SUB, ACC, AFF)	Program site receives funding from one of the specified sources.		Numeric	Yes; No;
	• Head Start	HS		
	• Early Head Start	HS_EARLY		
	• Tribal Head Start	HS_TRIBAL		
	• Migrant Head Start	HS_MIGRANT		
	• State Head Start	HS_STATE		
	• IDEA, Part B, section 619	IDEA_PARTB619		
	• IDEA, Part C	IDEA_PART		
	• Title 1 of Elementary and Secondary Education Act	TITLE1		
	• Child Care Development Fund	CCDF		
	• Other	OTHER		
Children Receiving Subsidy (Q, B, C, P) (SUB)	Number of children receiving a subsidy of any kind.	SUBSIDY_CHILDN	Numeric	
CCDF Termination (Q) (SUB)	Program site was terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year.	CCDF_TERM	Numeric	Yes; No;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
CCDF Termination Date (Q) (SUB)	Date when site was terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year.	CCDF_TERM_DATE	Date	DD/MM/YYYY
Date of Award (C) (CO)	The award date is the date the grant award amount actually was dispersed to the provider and not the date the grant award amount was approved. If a child care provider received award amounts on multiple dates during the reporting period, each award amount and date should be reported separately. If the provider operates in multiple locations in the state, the response should represent the award date for the specific location receiving the stabilization grant.	AWARD_DATE	Date	DD/MM/YYYY
Total Monthly Amount Paid to Provider (A) (WF)	The total monthly dollar amount (rounded to the nearest dollar) paid or to be paid to the provider for the care of the child. The total monthly amount should include Federal, State, and locally funded amounts.	TOTAL_FUNDS	Numeric	
Use of Stabilization Grant (C) (CO)	Information about the provider's uses of the stabilization grant related to COVID-19.	STABILIZATION_GRANT	Numeric	Personnel Costs; Rent/Mortgage/Utilities ; Personal protective equipment; Purchases of or updates to equipment and supplies; Goods and services; Mental health supports;

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Quality Rating and Improvement System (QRIS)

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
QRIS Availability (ACC, PAR, DEV)	A Quality Rating and Improvement System is available in the program site's geographical area.	QRIS_AVAIL	Numeric	Yes; No;
QRIS Eligibility (Q, A) (ACC, PAR, DEV)	Program site is eligible to participate in the QRIS	QRIS_ELIGIBLE	Numeric	Yes; No;
QRIS Participation History (Q) (ACC, PAR, DEV)	Program site's QRIS participation history (in localities where a QRIS is available).	QRIS_HISTORY	Numeric	Program site has never participated in the QRIS; Program site previously participated in the QRIS; Program site currently participates in the QRIS;
QRIS Rating Award Date (CE) (ACC, PAR, DEV)	Date QRIS rating awarded.	QRIS_AWARD	Date	DD/MM/YYYY
QRIS Rating Expiration Date (CE) (ACC, PAR, DEV)	Date QRIS rating expires.	QRIS_EXPIRE	Date	DD/MM/YYYY
QRIS Score (Q, A, CE) (ACC, PAR, DEV)	The score, rating or level received by a program site for its Quality Rating and Improvement System (QRIS).	QRIS_SCORE	Alphanumeric	Will vary based on QRIS scoring system

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Quality Improvement

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Quality Improvement Participation (ACC, PAR, DEV)	Program site participates in an organized federal, state or local quality improvement initiative other than QRIS. A quality improvement initiative includes activities to support achievement of a particular quality goal such as accreditation, improvement on a quality measure, or other goal related to improved programming.	QI_PARTICIPATION	Numeric	Program site has never participated in another QI initiative; Program site previously participated in another QI initiative; Program site currently participates in another QI initiative;
Other state-defined quality measure (A) (PAR, DEV)	Whether the provider meets some other State-defined Quality Measure.	OTHER_QUAL_MEAS	Numeric	Yes; No;
Quality Improvement Grant (DEV, ACC)	Amount of quality improvement grant received	QI_GRANT	Numeric	
Site Quality Improvement Plan (DEV, ACC)	Program site has a quality improvement plan that outlines goals, activities, staff responsibilities, and timeline for improvement.	QRIS_QIP	Numeric	Yes; No;
Technical Assistance Contact Date (WF)	The year, month, and date that a program site received technical assistance as defined by NAEYC/NACCRRA: http://www.naeyc.org/GlossaryTraining_TA.pdf	TA_DATE	Date	DD/MM/YYYY

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Technical Assistance Received (WF)	Program site receives targeted technical assistance. A program site is defined as receiving technical assistance if the director and /or teaching staff participate in a technical assistance activity as defined by NAEYC/NACCRRA: http://www.naeyc.org/GlossaryTraining_TA.pdf	TA_RECEIVED	Numeric	Yes; No;
Technical Assistance Type	Type of targeted technical assistance a program site receives as defined by NAEYC/NACCRRA: http://www.naeyc.org/GlossaryTraining_TA.pdf	TA_TYPE	Numeric	Mentoring; Coaching; Consultation; Professional development advising; Peer-to-peer;
Technical Assistance Focus (Q) (WF)	The subject matter or area of knowledge which was the focus of the targeted technical assistance the program site received.		Numeric	Yes; No;
	• Health and safety	HEALTH_SAFETY		
	• Infant and toddler care	INFANT_TODDLER		
	• School-age care	SCHOOL_AGE		
	• Inclusion	INCLUSION		
	• Teaching dual language learners	DLL		
	• Understanding developmental screenings	DEVELOP_SCREENING		
	• Observational assessment tools for program improvement purposes.	OBSERV_ASSESSMENT		
	• Mental health	MENTAL_HEALTH		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> Program administration and management practices 	ADMINISTRATION		
	<ul style="list-style-type: none"> Improving teacher child interactions 	TEACH_INTERACTIONS		
	<ul style="list-style-type: none"> Quality rating and improvement systems 	QRIS		
Technical Assistance Duration (WF)	The number of targeted technical assistance hours the program site received.	TA_DURATION	Numeric	
Technical Assistance Delivery Type (CE) (WF)	The method of delivery of the targeted technical assistance that a program site received.	TA_DELIVERY	Numeric	Face-to-face; Phone; Email; Technology-based (e.g. online, DVD); Other;
Approved Technical Assistance (CE) (WF)	Target technical assistance received was provided by an individual that has been approved through a state process.	APPROVED_TA	Numeric	Yes; No;
Financial Assistance Amount (Q, C) (AFF, ACC, PAR)	Amount of financial assistance in the following categories:		US Currency	
	<ul style="list-style-type: none"> Grants 	FA_GRANTS		
	<ul style="list-style-type: none"> Bonuses 	FA_BONUS		
	<ul style="list-style-type: none"> Donations 	FA_DONATION		
Site Implementing ELG	Program site demonstrates that the curriculum incorporates the ELGs and that practices are aligned with early learning goals for children for each of the following age groups		Numeric	Yes; No;
	<ul style="list-style-type: none"> Infants/toddlers 	SITEELG_IT		
	<ul style="list-style-type: none"> Preschoolers 	SITEELG_P		
	<ul style="list-style-type: none"> School-age children 	SITEELG_SAC		

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Parent Knowledge/Involvement

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Program Provides Parent Involvement Opportunity (B, CE) (ACC, PAR)	Site engages parents in activities aimed at promoting parent involvement.		Numeric	Yes; No;
	• Provides each parent with a written handbook	HANDBOOK		
	• Collects feedback from parents that informs program content and/or administration	PARENT_FEEDBACK		
	• Provides opportunities to parents to be involved with their children's activities	PARENT_INVOLVEMENT		
	• Provides parent training/education /workshops	PARENT_WORKSHOP		
	• Holds parent/teacher conferences	PARENT_CONFERENCE		
	• Assessment results are shared with parents	PARENT_ASSESSMENT		
	• Communicates with parents using a bulletin board	PARENT_BULLETIN		
	• Communicates with parents using a newsletter	PARENT_NEWSLETTER		
	• Communicates with parents using a web program site	PARENT_WEBPROGRAM SITE		
	• Communicates with parents using email	PARENT_EMAIL		
	• Provides transition activities (to center, to classroom, to school)	PARENT_TRANSITION		
	• Other	PARENT_OTHER		
Parent Satisfaction (PAR)	Parent's satisfaction with the quality of a child care arrangement.	PARENT_SATISFACTION	Numeric	Very unsatisfied; Somewhat unsatisfied; Somewhat satisfied; Very satisfied;

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Credentialing/Licensure

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
License Exempt (CE) (PAR)	The program or center is legally exempt from licensing.	LIC_EXEMPT	Numeric	Yes; No; Not applicable;
Credential Definition Terminal Degree Indicator (CE) (WF)	This degree is the highest degree that can be awarded in this classification of instructional programs field or program area		Numeric	Yes; No; Unknown;
Name of Professional Credential/License (CE, I) (WF)	The name of the license/credential awarded by a given profession.	CREDENTIAL	Alphanumeric	
Type of Professional Credential/License (CE, I) (WF)	The type of professional license/credential awarded by a given profession.	CRED_TYPE	Alphanumeric	
Credential Issuance Date (CE) (WF)	The year, month and day on which an active credential was issued to a person.	CRED_ISSUED	Date	YYYY/MM/DD
Credential Expiration Date (CE) (WF)	The year, month and day on which an active credential held by a person will expire.	CRED_EXPIRE	Date	YYYY/MM/DD
State Issuing Professional Credential / License (CE) (WF)	State where the professional license / credential was issued.	CRED_STATE	Alphanumeric	

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Early Childhood Credential (CE, I, Q) (WF)	The credential related to early childhood education or development held by a person.	CDA (Child Development Associate) CRED_ADMIN (State-Administration/Director Credential) CRED_INFANT (State-Infant/toddler Credential) CRED_PRESCH (State-Preschool Credential) CRED_SCHAGE (State-School-age Credential) CRED_TEACHER (State-Teacher Certification/Licensure) CRED_SPECIAL (State-Special Education Credential) CRED_OTHER (Other)	Numeric	Yes; No
Level of Specialization in Early Learning (CE, I) (WF)	The extent to which a person concentrates upon a particular subject matter area during his or her period of study at an educational institution.	MAJOR (Major) MINOR (Minor) CONCENTRATION (Area of emphasis or concentration) POSTDEGREE (Post degree study) AREAOFINTEREST (Area of interest)	Numeric	Yes; No;
CDA Type (CE, P, Q) (WF)	Type of Child Development Associate credential as defined by options	CDA_TYPE	Numeric	Infant/toddler; Preschool; Family child care home; Home visitor; Multiple CDA types; Unspecified;

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
CDA Expiration Date (CE, Q) (WF)	Date a Child Development Associate Credential expires	CDA_EXPIRE	Date	DD/MM/YYYY
Number Currently Working Classrooms/Groups (CE) (WF)	Number of unique groups of children the practitioner works with during the week. (Example: A teacher who has one infant class and then an afternoon preschool class would be two groups).	PRAC_CLASSES	Numeric	
Type of Setting (CE) (WF)	The type of early childhood setting where the practitioner is employed	P_HOMEBASED (Home- based) P_CENTERBASED (Center- based (including a school setting) P_CENTERSPCND (Center- based for children with special needs) P_FCC (Family child care) P_MEDICALFACILITY (Medical facility-based) P_MULTISETTING (Multi- setting) P_EXEMPT (License-exempt) P_ECSETTINGOTHER (Other)	Numeric	Yes; No
State-assigned Code of Institution (CE)	A code assigned by a state for its educational institutions.	INSTITUTION_STATE	Alphanumeric	

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Organization Level

Identification

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Organization ID (A, CE)	A unique number or alphanumeric code assigned to an organization by a school, school system, state, or other agency or entity.	ORGID	Alphanumeric	
Identification System for Organization (CE)	A coding scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an early learning organization.		Numeric	Yes; No;
	• District assigned number	DISTRICT		
	• State education agency	SEA		
	• National Center for Education Statistics assigned number	NCES		
	• Federal identification number	FEDERAL		
	• Dun and Bradstreet number	DUNS		
	• State license number	STATELICENSE		
	• Other federally assigned number	OTHER_FEDERAL		
	• Other	OTHER		

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Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Responsible Organization Name (CE)	The name of a non-person entity such as an organization, institution, agency, business, or grantee responsible for the institution/program site.	ORG_NAME	Alphanumeric	
Multiple Sites	Type of organization responsible for multiple program sites:			
	<ul style="list-style-type: none"> • Head Start/Early Head Start • School-based pre-K • Chain of child care centers • Other 	MULTIPLE_HS MULTIPLE_PREK MULTIPLE_CCC MULTIPLE_OTHER	Numeric	Yes; No;

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System Level

Quality Rating and Improvement System

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
QRIS (ACC, PAR, DEV)	A Quality Rating and Improvement System (QRIS) is available in the state or in a geographical region of the state. A state may have more than one QRIS.	QRIS	Numeric	Yes; No;
QRIS Site Eligibility (ACC, PAR, DEV)	Identifies the program site types that are eligible to participate in the QRIS.	QRIS_ELIGIBILITY	Numeric	Yes; No;
QRIS Levels (ACC, PAR, DEV)	Number of quality levels designated in the QRIS.	QRIS_LEVELS	Numeric	Yes; No;
QRIS Mandatory Participation (Q) (ACC, PAR, DEV)	Participation in the state/territory/locality's QRIS is mandatory for any group of providers.	QRIS_MANDATORY	Numeric	Yes; No;
QRIS Stipends (Q) (ACC, PAR, DEV)	State/Territory/Locality's QRIS provides ongoing or periodic stipends related to QRIS	QRIS_STIPENDS	Numeric	Yes; No;
QRIS Rates Linked to Quality (Q) (ACC, PAR, DEV)	The state/territory/locality provides higher subsidy rates to providers who score above a threshold on the quality rating and improvement scale.	QRIS_SUBSIDY	Numeric	Yes; No;

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Program Management

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Family Child Care Network (Q) (WF)	Number and description of staffed family child care networks supported by CCDF funds.	FCC_NETWORK	Numeric	

Professional Development

Element Name (Reporting Requirement or Policy Priority Data Alignment)	Definition	Field Name	Variable Type	Option Set
Primary Professional Development Funding Source (Q) (WF)	The primary source of funding for professional development, training, or technical assistance.		Numeric	Yes; No;
	<ul style="list-style-type: none"> CCDF quality set aside funds 	CCDF_FUNDS		
	<ul style="list-style-type: none"> TANF funds spent directly on quality 	TANF_FUNDS		
	<ul style="list-style-type: none"> Preschool development funds 	PDG_FUNDS		
	<ul style="list-style-type: none"> State or local funds 	STATE_FUNDS		
	<ul style="list-style-type: none"> COVID relief funds such as CARES Act, CRRSA, ARPA 	COVID_RELEIF_FUNDS		
	<ul style="list-style-type: none"> Other types of funds 	OTHER_FUNDS		

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