



**INQUIRE**  
Quality Initiatives Research  
and Evaluation Consortium

**INQUIRE Data Toolkit**  
OPRE Report #2013-58  
December 2013

## **INQUIRE Data Toolkit**

***Part 1: A Guide to Linking Policy, Monitoring and Evaluation Questions about QRIS and Quality Initiatives with Data Elements and Indicators***

***Part 2: Dictionary of Common Data Elements for Quality Rating and Improvement Systems and Other Quality Initiatives***

### **OPRE Report #2013-58 December 2013**

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This document was prepared to accompany other resources on evaluation of Quality Rating and Improvement Systems (QRIS) and other quality improvement initiatives developed by the Quality Initiatives Research and Evaluation Consortium (INQUIRE).

Disclaimer:

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## **INQUIRE Data Work Group Members**

The INQUIRE Data Work Group contributed to the development of the INQUIRE Data Toolkit through participation in planning meetings, review of documents and provision of feedback. The views expressed in this publication do not necessarily reflect the views of these members.

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## OVERVIEW

The Quality Initiatives Research and Evaluation Consortium (INQUIRE) Data Work Group was convened to address a request from stakeholders for information on building an effective data infrastructure to support activities including monitoring, continuous program improvement, reporting, validation and evaluation in Quality Rating and Improvement Systems (QRIS) and other quality initiatives. **The INQUIRE Data Toolkit was designed to provide tools to support effective data collection and the use of data to answer important policy and reporting questions through the use of common data elements.**

States and counties increasingly recognize that collecting high-quality data can assist them in their efforts to continuously improve their early care and education systems. States, federal funders, and researchers also see a benefit of collecting data uniformly across states. Cross-state analyses can build the evidence base for understanding which initiatives and quality improvement models are effective and in which contexts. **With the emergence of new reporting requests and purposes for early care and education data – particularly data related to quality improvement and QRIS – the INQUIRE Data Toolkit can provide critical support for states’ efforts to build a strong data infrastructure.**

The Data Toolkit contains a Linkages Guide and Dictionary of Common Data Elements.

**Linkages Guide:** The Linkages Guide introduces key questions in early care and education that can be used in state monitoring, reporting and evaluation efforts. The questions are presented and then linked to data elements provided in the Dictionary of Common Data Elements. Each linkage question includes an overview of the data elements needed to address the question as well as analytic recommendations for answering the question.

**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, validation, and evaluation. The Dictionary provides information on each element including its level (e.g., child, practitioner, program site), category (e.g., program management, credentialing/licensure), definition, codes/options, and its alignment with particular federal reporting requirements (e.g., the Quality Performance Report) or parallel data collection efforts (e.g., Common Education Data Standards).

**The INQUIRE Data Toolkit will be updated at regular intervals as more data elements are added and new key Linkages questions are identified.** The Toolkit is intended to be illustrative and not exhaustive for all the possible questions of interest.

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## ABOUT THE INQUIRE DATA TOOLKIT

### INQUIRE and the Data Toolkit

The Quality Initiatives Research and Evaluation Consortium (INQUIRE), funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families, is a community of researchers working to identify issues and exchange resources related to the research and evaluation of Quality Rating and Improvement Systems (QRIS) and other quality initiatives. INQUIRE researchers participate in one or more working groups tasked with developing resources on topics related to QRIS such as validation of quality standards and ratings, the use of observational quality measures in QRIS, and quality improvement.

The INQUIRE Data Work Group was convened to address a request from QRIS stakeholders for information on building an effective data infrastructure to support QRIS data-related activities including monitoring, continuous program improvement, reporting, validation/, and evaluation. **The INQUIRE Data Toolkit was designed to provide tools to support effective data collection and the use of data to answer important policy and reporting questions through the use of common data elements.**

**Context for the Data Toolkit.** Efforts to promote data standardization and infrastructure in early care and education/early learning are relatively new compared to efforts underway in K-12 education. The impetus driving this change comes in part from a deepening understanding of the role that early care and education (ECE) and school-age care (SAC) play in supporting the development of young children and the recognition that increased data coordination can promote better decision-making and management that ultimately will benefit young children.<sup>i</sup>

Recognizing the importance that ECE/SAC data have in shaping policy and funding decisions, the federal government, funders and other ECE/SAC stakeholders have increased their efforts to gather information from states about their early learning and quality improvement efforts. A growing number of federal funders are asking states to report on the data they are collecting about the children, families, practitioners, and programs that are impacted by early learning and quality improvement initiatives. For example:

- Beginning in 2012, as part of reporting for the Child Care and Development Fund, states were asked to complete the **Quality Performance Report (QPR)** which outlines an array of indicators related to programs and practitioners.<sup>ii</sup>
- States with a **State Longitudinal Data System** grant incorporate and report on early learning data based on the Common Education Data Standards.<sup>iii</sup>
- States with **Race to the Top – Early Learning Challenge** grants are asked to report on indicators related to children, programs and practitioners.<sup>iv</sup>
- Additional reporting requests exist for **Head Start/Early Head Start<sup>v</sup>, IDEA (Part B and Part C)<sup>vi</sup> and state pre-kindergarten programs.<sup>vii</sup>**

States and counties<sup>viii</sup> increasingly recognize that collecting high-quality data to meet reporting requirements can assist them in their efforts to continuously improve their early care and education systems. States, federal funders, and researchers also see a benefit of collecting data uniformly across states. Cross-state analyses can build the evidence base for understanding which initiatives and quality improvement models are effective and in which contexts. ***With the emergence of new reporting requests and purposes for early care and education data – particularly data related to quality improvement and QRIS – the INQUIRE Data Toolkit can provide critical support for states’ efforts to build a strong data infrastructure.***

There are several other initiatives underway that provide guidance related to the collection and management of early care and education/early learning data. The INQUIRE Data Work Group has sought to coordinate, build upon and align with the work of these other initiatives, including:

- 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.<sup>ix</sup>
- The **Early Childhood Data Collaborative** has produced 10 ECE Fundamentals of coordinated state ECE data systems. The Fundamentals provide guidance on the infrastructure and governance that can promote integrated data systems.<sup>x</sup>
- The **Workforce Data Systems Alignment Project**, a collaboration between leaders of three early childhood workforce data systems - ECE Workforce Registries, T.E.A.C.H. ®, and NACCRRWare/T-TAM -- and the Center for the Study of Child Care Employment at the University of California, Berkeley, aims to align the data elements and data collection among the three systems.<sup>xi</sup>

**Who would benefit from using the INQUIRE Data Toolkit?** The audience for this Toolkit includes but is not limited to (1) state, county, or other local administrators of programs and initiatives such as QRIS, quality improvement projects, and professional development activities; (2) researchers and evaluators of QRIS and other related programs; and 3) technical architects and analysts responsible for developing QRIS and other early childhood data systems and for analyzing the data housed in those systems.

**Components of the INQUIRE Data Toolkit.** To complement work of other initiatives and address the unmet needs for data resources, the INQUIRE Data Work Group has developed this Data Toolkit which contains a Linkages Guide and Dictionary of Common Data Elements.

- **Linkages Guide:** The Linkages Guide introduces key questions in early care and education that can be used in state monitoring, reporting and evaluation efforts. The questions are presented and then linked to data elements provided in the Dictionary of Common Data Elements. Each linkage question includes an overview of the data elements needed to address the question as well as analytic recommendations for answering the question.



- **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, validation, and evaluation. The Dictionary provides information on each element including its level (e.g., child, practitioner, program site), category (e.g., program management, credentialing/licensure), definition, codes/options, and its alignment with particular federal reporting requirements (e.g., the Quality Performance Report) or parallel data collection efforts (e.g., the National Survey of Early Care and Education).
- **Other Supports:** Resource papers produced by INQUIRE Data Work Group members provide guidance on topics such as data governance<sup>xii</sup> and practices to ensure high quality data<sup>xiii</sup> and these papers supplement the core items in the INQUIRE Data Toolkit.

In addition to this version of the Linkages Guide and the Dictionary, an online tool with the same information will allow users to create customized reports of the linkages questions and data elements that are of interest. For example, this interactive tool will allow a user to select a specified set of policy questions that are related to the Quality Performance Report (QPR) of the Child Care and Development Fund (CCDF) and create a downloadable spreadsheet with the data elements required to answer those particular questions. Other strategies for creating an individualized report will include the option to analyze data by category, level, and other reporting requirements. The INQUIRE Data Toolkit webprogram site will be available for public use in the fall of 2013.

**The INQUIRE Data Toolkit will be updated at regular intervals as more data elements are added and new key Linkages questions are identified.** However, the Toolkit is intended to be illustrative and not exhaustive for all the possible questions of interest.

## Linkages Guide

The Linkages Guide features a series of questions related to early care and education, Quality Rating and Improvement Systems (QRIS) and other quality improvement initiatives that can be addressed using the Common Data Elements included in the companion Dictionary. These questions can be used to

- learn about the need for particular early care and education policies and practices,
- monitor the outputs of systemic improvement efforts such as a QRIS, or
- address research and evaluation questions about the effectiveness of services.

More broadly these questions may be descriptive (on the status of who is being served, the level of quality, and characteristics of the workforce) or analytic (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 specific analysis recommendations for addressing questions from the Quality Performance Report (QPR).

**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's early care and education system, or more specifically, in a QRIS. The questions build on each

other to address key issues facing state administrators, policy makers, and practitioners in their efforts to determine the effectiveness of their quality improvement systems.

**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. Typically, there are many ways one could use the elements to answer a particular question; therefore, these analysis recommendations are illustrative, not comprehensive. *Whenever possible, we suggest analyses that use data elements at the lowest possible level of analysis.* If a question can be answered using program-level elements but can also be answered using practitioner-level elements, the suggested analysis will use the practitioner-level elements. This approach reduces the potential error that results when aggregate-level data are used and allows an exact count of the total population of interest used in particular analyses. 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.

**QPR-Specific Analysis Recommendations**-The general questions posed in this tool correspond with a number of state and federal reporting tools like the QPR. When a broad question corresponds to a specific QPR question, we list that question along with a specific analysis recommendation.

## 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 linkage questions can be performed as described. The data elements in the Dictionary are organized by Level (Child, Family, Practitioner, Classroom/Group, Program site, Organization, System) and by Category (e.g. Identification, Demographics, Education, Licensing/Accreditation, Quality Improvement). Some of these categories (Identification, Demographics) are shared among some of the levels while others are unique to the levels (e.g. Licensing/Accreditation is at the Program site level only).

The Levels are Child, Family, Practitioner, Classroom/Group, Program site, Organization, and System. Program sites are commonly referred to as programs. A program 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 Head Start program sites, school-based program sites or chains of child care centers.

For each data element, the following information is provided:

**Element Name**-The element name is the full name of the data element. Data elements represent data concepts rather than a stand-alone 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 “C”. Also, it is expected that states/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 is a list of the requirements using that data element. The requirements included in the Dictionary are: A=ACF 801 Case-level reporting Form; E=Early Learning Challenge Grant Performance; P= Head Start Program Information Report; and Q=Quality Performance Report. Elements also are flagged with “N” if they correspond to fields from the National Early Care and Education Survey.

**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 US 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 one time for simplicity). Therefore, each field within the data element would be coded as its own field with a “yes” or “no” response.

Most of these data elements will be collected numerous times whether it is every year, every other year, or any time the information changes. It is important to note that when new data is collected for an element that the old data are not overwritten. Preserving the historical data is important because it allows for analysis of change over time.

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 are likely already collecting some of these data elements in a way that may be different from what is recommended in the Dictionary. It is important to note that the elements as they are presented are not prescriptive and that states may often choose to deviate from what is suggested when those deviations more closely align with their unique needs. See the “How to Use” section of this document for more information on how best to prioritize building a customizable list of common data elements.

## **How to Use the Linkages Guide & Dictionary of Common Data Elements**

The questions in this Guide are divided into topical areas. They include descriptive questions about the children, practitioners, and programs in the state. Many of these questions can be used to assess

patterns and trends and to identify particular needs in the early care and education system. Other questions relate specifically to initiatives in the state, like a QRIS or other quality improvement or professional development initiative, and the outcomes that result from those initiatives.

The primary steps in using this document are:

1. Identify questions in this document that are a priority for the state/locality.
2. Review the list of data elements in the Dictionary and compare it to data collected in the state/locality to identify what data are and are not being collected.
3. 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.
4. Perform the suggested or alternative analysis using the recommended data elements.
5. Use the results of the analysis to answer questions of interest and to help develop additional questions.

To identify the questions of highest priority in the state/locality, it may be helpful to convene a group of stakeholders who can conduct a crosswalk of the questions in this tool with other state planning documents (for example, required reports like the QPR or Race to the Top - Early Learning Challenge grant reporting or evaluations of new initiatives) and priorities. The topical areas in this Guide can be reviewed and matched to the questions and topics that are of most interest to stakeholders. A useful starting point will be questions that describe children, practitioners, and programs and provide a portrait of programs, both those that are and are not participating in quality improvement efforts like QRIS.

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.

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 an alternative question that can be answered with a similar element that is close enough to the recommended one and use that instead. 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. It is important to note that this Toolkit is not a data collection plan because it does not provide guidance on how to collect the data elements or where and how to store them. Those decisions are at the discretion of individual states/localities.

The general analysis recommendations for each question list the specific data elements required (in bold and hyperlinked) to perform the analysis. Again, 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 walk through the process of answering each sub-question before describing the final analysis.

The final section of each Linkages question includes a list of any QPR questions related to the primary question 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<sup>xiv</sup>. Similar to the general data analysis recommendations, the specific data elements required to answer each QPR question are included in the analysis recommendations.

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.

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<sup>i</sup> For example, the application for the Race to the Top – Early Learning Challenge grants encourages states “to implement comprehensive data systems and to use the data to improve instruction, practices, services, and policies”. United States Department of Education and Department of Health and Human Services. *Race to the Top - Early Learning Challenge Application for Initial Funding*. Retrieved on June 23, 2013 from <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/applicant.html>

<sup>ii</sup> United States Department of Health and Human Services. (June 5, 2012). *Quality Performance Report (ACF-118 Appendix 1) for the CCDF Program for the Fiscal Year 2012*. Retrieved from <http://www.acf.hhs.gov/programs/occ/resource/program-instruction-ccdf-acf-pi-2012-02>

<sup>iii</sup> United States Department of Education, Institute of Education Sciences, National Center for Education Statistics. (n.d.). *Statewide Longitudinal Data Systems (SLDS) Grant Program*. Retrieved from <http://nces.ed.gov/programs/slds/>

<sup>iv</sup> United States Department of Education (2013). RACE TO THE TOP -- EARLY LEARNING CHALLENGE. Retrieved from <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html>

<sup>v</sup> Head Start Office of the Administration for Children and Families Early Childhood Learning and Knowledge Center (n.d.). *Monitoring & Reports*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/mr>

<sup>vi</sup> United States Department of Education, Office of Special Education Programs. (n.d.). *Building the Legacy: IDEA 2004 Part B & Part C*. Retrieved from <http://idea.ed.gov/>

<sup>vii</sup> Reporting requirements for pre-kindergarten programs varies by state.

<sup>viii</sup> In the toolkit, we will most often refer to states as once of the target audiences of this Toolkit while recognizing that, particularly when it comes QRIS, the user might be working at the county or local level.

<sup>ix</sup> United States Department of Education, National Center for Education Statistics. (n.d.). *Common Education Data Standards (CEDs)*. Retrieved from <https://ceds.ed.gov/Default.aspx>

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<sup>x</sup> The Early Childhood Data Collaborative. (2011). *10 ECE Fundamentals*. Retrieved from <http://www.ecedata.org/the-10-ece-fundamentals/>

<sup>xi</sup> Center for the Study of Child Care Employment. (n.d.). *Aligning State Workforce Data Systems*. Retrieved from <http://www.irle.berkeley.edu/cscce/2010/aligning-state-workforce-data-systems/>

<sup>xii</sup> INQUIRE Data Workgroup (2013). *Best Practices in Data Governance and Management for Early Care and Education: Supporting Effective Quality Rating and Improvement Systems*. OPRE 2013-XX Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

<sup>xiii</sup> INQUIRE Data Workgroup (2013). *Best Practices for Producing High Quality QRIS Data*. OPRE 2013-XX Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

<sup>xiv</sup> This version of the Toolkit includes questions from the 2012-13 version of the Quality Performance Report. When the 2014 QPR questions are released, the Toolkit will be updated.

## **INQUIRE DATA TOOLKIT, PART 1:**

### **A GUIDE TO LINKING POLICY, MONITORING AND EVALUATION QUESTIONS ABOUT QRIS AND QUALITY INITIATIVES WITH DATA ELEMENTS AND INDICATORS**

#### **Questions**

##### **Children – Descriptive**

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1. What are the characteristics of children ages birth to 12 years old in the state who are enrolled in an early care and education program?
2. What are the characteristics of children ages birth to 12 years old receiving CCDF subsidies in the state/territory?

##### **Children – Access to High Quality**

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3. What percent of all at-risk children (children with high needs) in the state/territory participate in high quality care?
4. What number/percentage of children receiving other financial support (e.g. scholarships, reduced fees) receives care at program sites that are rated in the top levels/tiers of the QRIS?

##### **Families – Decision-Making about Early Care and Education**

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5. What family characteristics or other factors are associated with selection/use of particular early care and education arrangements?
6. What are the characteristics of families that use information about the QRIS?
7. What barriers to enrolling children at higher-quality program sites do parents report (e.g., cost, location, and transportation)?

##### **Practitioners – Descriptive**

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8. What are the characteristics of practitioners working in early care and education program sites?

##### **Practitioners-Change Over Time**

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9. What factors are associated with changes in practitioners' qualifications?
10. Does the stability of the early care and education workforce increase over time?

### **Practitioners – Linkages with Quality**

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11. Do practitioners working at program sites at different levels/tiers of the QRIS vary on key characteristics including language spoken, highest level of education attained, tenure, and hourly wage?
12. How do key practitioner characteristics relate to specific dimensions of quality at early care and education program sites?

### **Program Sites – Descriptive**

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13. What are the characteristics of early care and education program sites in the state/territory?
14. What is the number/percentage of early care and education program sites participating in the QRIS or Quality Improvement Initiative?
15. What is the distribution of program sites across quality levels?
16. Compared to programs that are not enrolled in the QRIS, do QRIS-rated program sites differ on key characteristics including geography, program type, funding, or director qualifications?
17. What technical assistance do program sites receive on an annual basis?

### **Program Sites – Change Over Time**

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18. Do the QRIS ratings of early care and education program sites increase over time?
19. What factors are associated with increased QRIS ratings over time?

### **Early Care and Education System – Descriptive**

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20. How much annual funding is dedicated to the following QRIS activities: technical assistance/quality improvement, rating and quality assurance, marketing, and financial incentives?



## Children – Descriptive

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*\*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 ages birth to 12 years old in the state who are enrolled in an early care and education program?

### General Analysis Recommendations

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. 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 in the state in early care and education programs is of Hispanic or Latino ethnicity? Using the data element **Child Hispanic or Latino Ethnicity**, select for those children (**Child ID**) with a “Yes” and divide by the total number of children in the state that are enrolled in an early care and education program.*

*Example 3. What percentage of children in the state in early care and education program is homeless? Using the data element, **Child Homeless Status**, select for those children with a “Yes” and divide by the total number of children that are enrolled in early care and education programs.*

*Example 4. What are the most common developmental delays among children in the state in early care and education 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 early care and education programs.

## Related QPR-Specific Questions & Analysis Recommendations

*A2.2.1 How many children are served in programs implementing the ELG's?* Count the number of children in classes (**Classroom/Group ID**) with a "Yes" response to the field "Infants/Toddlers" for the data element, **Classroom Implementing ELG**. Repeat this calculation for the fields "Preschoolers" and "School-age children" for the total number of children in classrooms implementing the ELGs for each of those age groups.

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

## General Analysis Recommendations

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**.

To identify children receiving CCDF subsidies, use the data element **Financial Support Types-Child Care Development Fund**. 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/percent 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 up 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**.

## **Related QPR-Specific Questions & Analysis Recommendations**

*A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the state or territory’s quality improvement system during the last fiscal year?* Children should be connected to program sites through a linkage between **Child ID** and **Program site ID**. To determine how many children receiving CCDF subsidies are served in program sites participating in the quality improvement system, first use the data element **Financial Support Type** and select for children with a “Yes” response for the field “Child Care Development Fund”. Next, select program sites indicating “Currently participates in the QRIS” for data element **QRIS Participation History**. Total the number of children that are both served at a program site participating in the quality improvement system and who receive CCDF subsidies. To calculate a percentage, divide this number by the total number of children receiving CCDF subsidies. To determine how many children are participating in quality improvement initiative other than QRIS, perform the same operation but use the data element **Quality Improvement Participation**. If a state has multiple QRISs and QI initiatives, perform the same calculation for each and sum the numbers for the total number of children with a CCDF subsidy who are served by all of the initiatives.

*A3.2.7b (2014) What percentage of CCDF subsidized children were served in high- quality care as defined by the state/territory?* Perform the same analysis as for question A3.2.6 but add the element **QRIS Score** to count the number of high quality program sites. To calculate a percentage, divide this number by the total number of children receiving CCDF subsidies. Determinations of quality will depend on the unique way each state defines quality. For states with QRIS with five levels, the top two levels may be considered high quality while a state with three levels might consider only the top level high quality.

If the state does not have a QRIS but does collect other observational measures of quality (e.g. ERS, CLASS), those can be used to determine which program sites are at the highest levels of quality. Using the example of the CLASS, the **CLASS Average Score** can be used to make designations of high quality although the specific cut-off points in making those determinations are left up to the state.

## Children – Access to High Quality Care

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### 3. What percent of all at-risk children (children with high needs) in the state/territory participate in high quality care?

The first step in this analysis is to determine the total number of at-risk children in the state or territory. With the ultimate goal of aligning definitions across early childhood data collection and reporting efforts, we recommend using the criteria outlined in the Race to the Top - Early Learning Challenge application in determining how many children fall into each of seven high-needs categories. These categories (and the corresponding data elements) are: low-income (**Family Income, Number of People in Family**); developmental disability (**Primary Type of Disability**); English learner (**Language Code**); Indian Lands, (**Child Resides on Indian Lands**); migrant (**Child: Migrant Status**); homeless (**Child: Homelessness Status**); and, foster care status (**Child: Foster Care Status**). Children are considered at-risk/high needs if they meet one of these criteria.

#### *Calculating inclusion for each of the high-needs categories*

**Low-Income:** Whether or not a family is considered low-income depends on the **Family Income, Number of People in the Family**, and current data from the US Census Bureau<sup>xv</sup> regarding poverty levels. First, apply poverty level data to each family in the dataset. For example, if a family has four members their current poverty threshold is \$23,550. Next, compare the poverty threshold to the **Family Income** by subtracting the income from threshold. If the number is positive, the family falls below the poverty line; if it is negative the family does not fall below the poverty line. Assign a code (“1”) to any child that is in a family that falls below the threshold and another code (“0”) to any child in a family that does not.

**Developmental Disability:** Use the data element **Primary Type of Disability** to determine whether a child has a developmental disability. For each of the categories in this data element, total the number of children with that type of disability by counting the number of “Yes” responses. Assign a code (“1”) to any child with at least one “Yes” response. Children with no “Yes” responses are assigned another code (“0”).

**English Learner:** Using the data element **Language Code**, assign a new code (“1”) to any child with a “Yes” response for any of the languages other than “English.” Assign another code (“0”) for children that indicate that “English” is the only language with which they communicate. For children with a “Yes” response for more than one language, use the element **Child Language Type** and the category “Dominant” to determine if a bi-lingual child’s primary language is English or another language.

**Resides on Indian Lands:** Assign a code (“1”) to the “Yes” responses for the data element **Child Resides on Indian Lands**. Assign another code (“0”) to children with “No” responses for the same data element.

**Migrant:** Assign a code (“1”) to the “Yes” responses for the data element **Child Migrant Status**. Assign another code (“0”) to children with “No” responses for the same data element.

**Homeless:** Assign a code (“1”) to the “Yes” responses for the data element **Child Homeless Status**. Assign another code (“0”) to children with “No” responses for the same data element.

Foster Care Status: Assign a code (“1”) to the “Yes” responses for the data element **Child Foster Care Status**. Assign another code (“0”) to children with “No” responses for the same data element.

Create a new variable “High Needs” that adds the newly assigned codes across the seven categories. Any child with a code of “1” to “7” is considered high needs while any child with a code of “0” is not high needs.

*Calculating the percent of high-needs children in high-quality care.*

Once children with high needs have been identified, use the data element **QRIS Participation History** to isolate program sites (**Program site ID**) participating in the state’s QRIS by selecting the option “Program site currently participates in the QRIS.” Children will be connected to program sites through their **Child ID**. Total the number of children who are High Needs (“1” to “7”) and who are connected to a program site that participates in the QRIS (“Program site currently participates in the QRIS”) for the number of high needs children receiving care at program sites participating 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). Total the number of children who are considered high needs (“1” to “7”) receiving care at a program site that is at the highest levels of quality. Divide by the total of children who are considered high needs.

If the state does not have a QRIS, but has another quality improvement systems or initiative use the data element **Quality Improvement Participation** to isolate program sites (**Program Site ID**) participating in the state’s other quality improvement initiative by selecting the option “Program site currently participates in another QI initiative.” Children will be connected to program sites through their **Child ID**. Total the number of children who are High Needs (“1” to “7”) and who are connected to a program site that participates in another QI initiative (“Program site currently participates in another QI initiative”) for the number of high needs children receiving care at program sites participating in another QI initiative. Determining which program sites are high quality in another QI initiative depends on criteria set by the state.

If the state has neither a QRIS nor another QI initiative but does collect other observational measures of quality (e.g. ERS, CLASS), those can be used to determine which program sites are at the highest levels of quality. Using the example of the CLASS, the **CLASS Average Score** or the average scores from each of the three domains (**Emotional Support, Instructional Support, Classroom Organization**) can be used to make designations of high quality although the specific cut-off points in making those determinations are left up to the state.

4. What number/percentage of children receiving other financial support (e.g. scholarships, reduced fees) receives care at program sites that are rated in the top levels/tiers of the QRIS?

#### **General Analysis Recommendations**

Children should be connected to program sites through a linkage between **Child ID** and **Program 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. To determine how many children receiving financial support are served at high quality program sites, first select program sites indicating “Currently participates in the QRIS” for data element **QRIS Participation History**. 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.

## Families – Decision-Making about Early Care and Education

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*\*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.*

### 5. What family characteristics or other factors are associated with selection/use of particular early care and education arrangements?

#### General Analysis Recommendations

The types of factors that could influence parents' decisions include demographic characteristics, knowledge/awareness of a QRIS, use of a QRIS, and their personal reasons 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 about parents' knowledge and satisfaction typically comes from a survey or interview of parents conducted on a regular basis (yearly, bi-yearly, etc.) by the state or an external evaluator. A variety of elements can be used to create sub-groups of parents. These elements could include **Year Schedule**, **Early Childhood Setting**, and **Cultural/Linguistic Diversity** in addition to other program characteristics.

*Example 1. Do families with higher levels of awareness of QRIS have children in programs at higher levels of quality?* 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." Parents and program sites should be connected through **Family ID** and **Program 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 parents 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 parents 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.

In the absence of a QRIS, other observational measures of quality (e.g. ERS, CLASS) can be used to determine which program sites are at the highest levels of quality. Using the example of the CLASS, the **CLASS Average Score** can be used to make designations of high quality although the specific cut-off points in making those determinations are left up to the state.

*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"). Calculate the number of times a child has changed care by totaling the number of **Child Entry Dates** in the past year (or during another timeframe of interest) for each **Child ID**. Children with fewer entry dates experience greater stability in their child care arrangements. Average and compare the number of entry dates for children in families in each of the satisfaction groups.

## 6. What are the characteristics of families that use information about the QRIS?

### General Analysis Recommendations

Information about families' QRIS familiarity typically comes from a survey or interview of parents 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.

*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 parents (**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 parents has used the QRIS. Next, create a group of parents 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 and compare the total number of parents at each of the eight education levels in the data element **Parent Highest Level of Education** for both categories (used and not used the QRIS). Compare between the groups to determine the most common level of education. Divide each education level by the total number of parents with a response for that data element for the percentage.

*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 parents, "Parent does not recognize the name of the QRIS" and "Parent recognizes the name of the QRIS." For the sub-group of parents that are knowledgeable about the QRIS: divide the number of parents that have children enrolled in a program site (**Program site ID**) that is participating in the QRIS (**QRIS Participation History**) by the total number of parents with children at all program sites. For the sub-group of parents that has no knowledge of the QRIS: divide the number of parents that have children enrolled in a program site (**Program site ID**) that is participating in the QRIS (**QRIS Participation History**) by the number of parents with children enrolled in a QRIS program site by the total number of parents with children at all program sites. Compare the percentages between these two groups (knowledgeable about the QRIS, no knowledge) for differences.

## 7. What barriers to enrolling children at higher-quality program sites do parents report (e.g., cost, location, and transportation)?

### General Analysis Recommendations

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. Total the "Yes" responses for each category to determine the most common barriers reported by parents. Divide each category by the total number of families responding for the percentages.



## Practitioners – Descriptive

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*\*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.*

### 8. What are the characteristics of practitioners working in early care and education program sites?

#### General Analysis Recommendations

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 sub-groups of practitioners. Other sub-group analyses could include by **Child Care Years of Experience**, **Early Childhood Degree Holder**, or **Sex**.

*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 Bachelors 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 & Analysis Recommendations

*A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year? (CDA, State/Territory Credential, Associate’s degree, Bachelor’s degree, Graduate/Advanced degree) First, split practitioners into two groups based on the setting in which they work, family*

child care or center-based. 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” and another code (“2”) to practitioners at settings that are “Center-based (including a school setting).” For each of these groups, complete the calculations described below.

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. Perform this calculation for each of the setting types.

*A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by state/territory during the last fiscal year?* First, 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”, another code (“2”) to practitioners at settings that are “Center-based (including a school setting)”, and a third code (“3”) for practitioners in “License-exempt” settings. For each of these groups, complete the calculation described below.

Sum the number of practitioners with a **Training Completion Date** in the last federal fiscal year. Training records should be linked such that each completion date is tied to additional information about that training like whether it was a training approved by the state. Limit the number of completion dates that are also indicated as a **State Approved Training** and total the number of trainings. Perform this calculation for each of the setting types.

*A4.2.4 How many credentials and degrees were awarded during the last fiscal year?* First, 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”, another code (“2”) to practitioners at settings that are “Center-based (including a school setting)”, and a third code (“3”) for practitioners in “License-exempt” settings. For each of these groups, complete the calculations described below.

To ascertain the number of practitioners that have been awarded 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) that has a **Date Professional Credential/License Issued** within the last federal fiscal year. Add all of the credentials awarded in the past year 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 that have a **Degree or Certificate Conferring Date** within the past year. Perform this calculation for each of the setting types.

*A4.2.5 How many teachers or other professionals received technical assistance during the last fiscal year? First, 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”, another code (“2”) to practitioners at settings that are “Center-based (including a school setting)”, and a third code (“3”) for practitioners in “License-exempt” settings. For each of these groups, complete the following calculation: sum the number of practitioners with a **Staff Classification** of “Early Learning Teacher” or “Early Learning Assistant Teacher” and a **Technical Assistance Date** within the past federal fiscal year.*

*A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year? (How many teachers received financial support of each type?) Total the number of practitioners with a “Yes” response for each of the categories of **Financial Supports**.*

## Practitioners – Change Over Time

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### 9. What factors are associated with changes in practitioners' qualifications?

#### General Analysis Recommendations

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, 1 or 2 types of financial supports, or 3 or more types of financial support; or continuously from 0 to 9 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).

### 10. Does the stability of the early care and education workforce increase over time?

#### General Analysis Recommendations

Practitioner workforce stability is calculated using data from the professional development registry in the state in which the practitioners are employed. Often times, only a sub-set 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.

*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.

*The total 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 a 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 percent of practitioners that made job changes to new position types within the field.

*The total 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. 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.

## Practitioners – Linkages with Quality

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11. Do practitioners working at program sites at different levels/tiers of the QRIS vary on key characteristics including language spoken, highest level of education attained, tenure, and hourly wage?

### General Analysis Recommendations

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 like High/Low or High/Middle/Low of quality and compare the characteristics for each category.

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.

Average Annual Compensation: Average the data element **Hourly Wage** and compare across each of the quality categories.

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<sup>xvi</sup> 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.

12. How do key practitioner characteristics relate to specific dimensions of quality at early care and education program sites?

### General Analysis Recommendations

Gauging practitioners’ skills can be done using data elements such as **Degree or Certificate Type**, **Technical Assistance Hours**, **Technical Assistance Focus**, and **Child Care Years of Experience**. These 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-S 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 that 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.”

## Program Sites - Descriptive

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*\*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.*

13. What are the characteristics of early care and education program sites in the state/territory?

### General Analysis Recommendations

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 this document. 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/percent 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.” Divide that number by the total number of program sites with a response for that element for the percent of program sites (**Program site ID**) that are family child cares.*

*Example 2. What number/percent of program sites are accredited? The data element **Accreditation Status** indicates whether a program site is “Accredited,” has their “Accreditation in Progress” or “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 & Analysis Recommendations

*A1.2.1 Number of licensed programs. Sum the number of program sites with a **Program site Licensing Status** of “Licensed.”*



*A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year?* First, split program sites into three groups based on the type of setting, family child care, center-based, or license-exempt. Use the data element, **Early Childhood Setting**, and assign a code (“1”) program sites (Program site ID) that are indicated with a “Yes” for the category “Family Child Care,” another code (“2”) to program sites that are “Center-based (including a school setting),” and a third code (“3”) to program sites that are “License-exempt.” For each of these groups, complete the calculations described below.

Total the number of program sites **Monitoring Visit** date in the past year for each of the three setting types. To calculate the percentage of program sites, divide these numbers by the total number of program sites for each setting types. Total then average the number of **Monitoring Visit** dates in the past year for each program site for the frequency of visits.

*A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in the State/Territory during the last fiscal year?* First, split program sites into two groups based on the type of the setting, family child care or center-based. Use the data element, **Early Childhood Setting**, and assign a code (“1”) program sites (**Program Site ID**) that are indicated with a “Yes” for the category “Family Child Care,” and another code (“2”) to program sites that are “Center-based (including a school setting).” For each group, complete this calculation: total the number of program sites with a reported **Suspension** and/or **Revocation** date to determine the number of program sites with licensing violations in the past year.

*A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?* First, split program sites into four groups based on the type of setting, family child care, center-based, home-based, or group. Use the data element, **Early Childhood Setting**, and assign a code (“1”) program sites (**Program Site ID**) that are indicated with a “Yes” for the category “Family Child Care,” another code (“2”) to program sites that are “Center-based (including a school setting),” a third code (“3”) to program sites that are “Home-based,” and a fourth (“4”) to those that are “Group.” For each of these groups, total the number of program sites with a “Yes” for the **CCDF Termination** data element.

*A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year?* Using the data element **Program site Licensing Status** select program sites that previously indicated they were “Exempt.” Select the subgroup of these program sites that current indicates they are “License” for the total number of program sites that moved from exempt to licensed.

*A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year?* Total the number of **Injuries** in the last 12 months.

*A1.2.7 How many fatalities occurred in child care as of the end of the last year?* Total the number of **Fatalities** in the last year.

14. What is the number/percentage of early care and education program sites participating in the QRIS or Quality Improvement Initiative?

## General Analysis Recommendations

To calculate the number of ECE program sites participating in the QRIS: use the element, **QRIS Participation History**, select the program sites (**Program 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.

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.

## Related QPR-Specific Questions & Analysis Recommendations

*A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?* To calculate the number of ECE program sites participating in the QRIS: use the element, **QRIS Participation History**, select the program sites (**Program 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.

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.

## 15. What is the distribution of program sites across quality levels?

### General Analysis Recommendations

To determine the distribution of program sites across quality levels, first select those program sites (**Program site ID**), isolate those program sites participating in the QRIS using the data element, **QRIS Participation History** and select the category “Program site currently participates in the QRIS.” 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 sub-groups of program sites. To determine the distribution of quality levels by type of setting, total the number of program sites (**Program Site ID**) at each quality level for (home-based; center-based including school settings; center-based for children with special needs; family child care; medical-based facility; other) by selecting “Yes” for the setting of interest.

## 16. Compared to programs that are not enrolled in the QRIS, do QRIS-rated program sites differ on key characteristics including geography, program type, funding, or director qualifications?

## General Analysis Recommendations

Using the element, **QRIS Participation History**, create two groups of program sites (**Program 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.” Compare the characteristics of these two 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) in the data element **Early Childhood Setting** but 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 against their program sites **QRIS Participation History**.

## 17. What technical assistance do program sites receive on an annual basis?

### General Analysis Recommendations

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 (**Program 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).

## Related QPR-Specific Questions & Analysis Recommendations

*A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year?(Health and safety; Infant and toddler care; School age care; Inclusion; Teaching dual language learners; Understanding developmental screenings and/or observational assessment tools for program improvement purposes; Mental health; Business management practices)* Total the number of program sites that indicated “Yes” for each of the eleven categories in the data element **Technical Assistance Focus**. Most program sites will have received more than one kind of TA so the categories are not mutually exclusive: sites will likely appear in more than one category.

## Program Sites – Change Over Time

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18. Do the QRIS ratings of early care and education program sites increase over time?

### General Analysis Recommendations

Determining whether average quality ratings of program sites (**Program Site ID**) increase from year to year involves first determining the change in the individual program site's **QRIS Score**. First, isolate those program sites participating in the QRIS using the data element, **QRIS Participation History** and select the category "Program site currently participates in the QRIS." Then, 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 sub-groups of program sites.

### Related QPR-Specific Questions & Analysis Recommendations

*A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?*

Use the same analysis provided in the question "Do the QRIS ratings of early care and education program sites increase over time?" totaling the number of program sites that moved up and the number of sites that moved down within the QRIS. If the state does not have a QRIS but collects some other measures of quality, like the CLASS, use the **CLASS Average Score** for each classroom and average across all classrooms at the program site to determine the level of quality. Subtract the previous program-level CLASS score from the current one to see if scores have improved over the time period between observations. Positive scores indicate improvements in observational quality.

19. What factors are associated with increased QRIS ratings over time?

### General Analysis Recommendations

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, 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. Those program sites that indicate a “Yes” for the data element **Use of Assessment**. 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; and those that used child assessment at both time points. 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.

## Early Care and Education System – Descriptive

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20. How much annual funding is dedicated to the following QRIS activities: technical assistance/quality improvement, rating and quality assurance, marketing, and financial incentives?

### General Analysis Recommendations

Most questions about the level of funding dedicated to QRIS-related activities are not answered using specific data elements. Rather, information about the QRIS (funding, staffing, process, and implementation) should be collected and maintained in a historical document that should be updated yearly, at a minimum. This document will accompany the other data elements tools to provide the context for which data has been collected and will provide important information about the structure of the QRIS and how it has been implemented. A yearly evaluation report provides some of the information about the QRIS but states should also maintain historical documents to complete any gaps not covered in the evaluation.

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<sup>xv</sup> <http://aspe.hhs.gov/poverty/13poverty.cfm>

<sup>xvi</sup> CEDES language list: <http://ceds.ed.gov/languageCodes.aspx>

## INQUIRE DATA TOOLKIT:

### DICTIONARY OF COMMON DATA ELEMENTS FOR QUALITY RATING AND IMPROVEMENT SYSTEMS AND OTHER QUALITY INITIATIVES

#### CHILD LEVEL

##### Identification

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Child ID (A,C,E,P)	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 (A,C,E,P)	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;
	<ul style="list-style-type: none"> <li>District assigned number</li> </ul>	DISTRICT		
	<ul style="list-style-type: none"> <li>Family unit number</li> </ul>	FAMILY		
	<ul style="list-style-type: none"> <li>Federal identification number</li> </ul>	FEDERAL		
	<ul style="list-style-type: none"> <li>National migrant number</li> </ul>	NATIONALMIGRANT		
	<ul style="list-style-type: none"> <li>School assigned number</li> </ul>	SCHOOL		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Social security number</li> </ul>	SSN		
	<ul style="list-style-type: none"> <li>State assigned number</li> </ul>	STATE		
Child Name ( C )	<b>First Name:</b> The full legal first name given to a person at birth, baptism, or through legal change.	FIRST	Alphanumeric	
	<b>Middle Name:</b> A full legal middle name given to a person at birth, baptism, or through legal change.	MIDDLE		
	<b>Last or Surname:</b> The full legal last name borne in common by members of a family.	LAST		
	<b>Child Generation Code or Suffix:</b> An appendage, if any, used to denote a person's generation in his/her family (e.g., Jr., Sr., III).	SUFFIX		
Child Address ( C )	<b>Address Street Number and Name:</b> The street number and street name or post office box number of a child's address.	ADDRESS	Alphanumeric	*Options for Child Address-See below
	<b>Apartment Room or Suite Number:</b> The child's apartment, room, or suite number of an address.	APT		
	<b>Address City:</b> The name of the city in which a child's address is located.	CITY		
	<b>Address County:</b> The name of the county, parish, borough, or comparable unit (within a state) in which a child's address is located.	COUNTY		
	<b>Address Postal code:</b> A number that identifies each postal delivery area in the United States.	ZIPCODE		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<b>State Abbreviation:</b> The abbreviation for the state (within the United States) or outlying area in which an address is located.	STATE		
	<b>Country Code:</b> The unique two character International Organization for Standardization (ISO) code for the country in which an address is located.	COUNTRY		
Type of Child Address ( C )	The type of address listed for a child.		Numeric	Yes; No;
	• Mailing address	MAILING		
	• Shipping address	SHIPPING		
	• Physical address	PHYSICAL		
	• Father’s address	FATHERADDRESS		
	• Mother’s address	MOTHERADDRESS		
	• Guardian’s address	GUARDIANADDRESS		
Child Resides on Indian Lands ( E )	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 – 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,

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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 webprogram site at [www.ceds.ed.gov](http://www.ceds.ed.gov).

## Demographics

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Child Sex ( A,C,N )	A code which designates whether a child is male or female.	SEX	Numeric	Male; Female;
Child Birth Date ( A,C,N, P)	The year, month and day on which a child was born.	DOB	Date	DD/MM/YYYY
Child Hispanic or Latino Ethnicity ( A,C,N,P)	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;
Child Race ( A,C,N,P )	<b>American Indian or Alaskan Native:</b> 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;

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<b>Asian:</b> 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		
	<b>Black or African American:</b> A person having origins in any of the black racial groups of Africa.	BLACK		
	<b>Native Hawaiian or Other Pacific Islander:</b> A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	NATPI		
	<b>White:</b> A person having origins in any of the original peoples of Europe, Middle East, or North Africa.	WHITE		
Child Homeless Status ( C,E,P )	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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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<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 Migrant Status ( E )	<p>The definition of “migratory child” in Elementary and Secondary Education Act section 1309(2).</p> <p>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"> <li>• A) Has moved from one school district to another</li> <li>• B) In a State that is comprised of a single school district, has moved from one administrative area to another within such district</li> <li>• C) Resides in a school district of more than 15,000</li> </ul>	MIGRANT	Numeric	Yes; No;

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.			
Child Foster Care Status ( C,E,P )	Child is in foster care	FOSTERCARE	Numeric	Yes; No;
Child Program Eligibility ( C,E,P )	Category under which a child is eligible for an early childhood program or service.		Numeric	Yes; No;
	• Age	AGE		
	• Family income	INCOME		
	• 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	MILITARY		
	• Home language other than English	ESL		
	• Other risk factors	OTH_RISKS		
• Other child risks	OTH_CHILD RISKS			

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>At risk of having a substantial developmental delay</li> <li>Other</li> </ul>	ATRISK OTHER		
Child Language Type (C,N,P)	<p><b>Language type:</b> An indication of the function and context in which a person uses a language to communicate.</p> <ul style="list-style-type: none"> <li>Correspondence language</li> <li>Dominant language</li> <li>Home language</li> <li>Native language</li> <li>Other language proficiency</li> </ul>	CORRESPONDENCE DOMINANT HOME NATIVE OTHERLANGPROF	Numeric	Yes; No;
Language Code (C,N, P)	<p><b>Language code:</b> The code for the specific language or dialect that a person uses to communicate. Track relevant language codes for specific child populations. See CEDS webprogram site: <a href="#">click here</a>.</p> <ul style="list-style-type: none"> <li>English</li> <li>Spanish</li> <li>Chinese</li> <li>Korean</li> </ul>	ENG SPA CHI KOR	Numeric	Yes; No;

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>• Vietnamese</li> </ul>	VIE		
	<ul style="list-style-type: none"> <li>• Tagalong</li> </ul>	GL		
	<ul style="list-style-type: none"> <li>• Japanese</li> </ul>	JPN		
	<ul style="list-style-type: none"> <li>• Other languages not tracked</li> </ul>	OTHERLANG		

### Screening, Disability and Health

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Developmental Screening Status (C,P)	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"> <li>• Further evaluation is needed</li> </ul>	FURTHER_EVALUATION		
	<ul style="list-style-type: none"> <li>• No further evaluation is needed</li> </ul>	NO FURTHER_EVALUATION		
Developmental Evaluation Findings (C,P)	Child developmental disorder or disorder determined by procedure used by appropriate qualified personnel.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>• None</li> </ul>	NONE		
	<ul style="list-style-type: none"> <li>• Adaptive development delay</li> </ul>	ADPATIVE		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Cognitive development delay</li> </ul>	COGNITIVE		
	<ul style="list-style-type: none"> <li>Communication development delay</li> </ul>	COMMUNICATION		
	<ul style="list-style-type: none"> <li>No delay, needs follow-up</li> </ul>	NODELAY		
	<ul style="list-style-type: none"> <li>Carnegie Units</li> </ul>	CARNEGIE		
	<ul style="list-style-type: none"> <li>Physical development delay</li> </ul>	PHYSICAL		
	<ul style="list-style-type: none"> <li>Social or emotional development delay</li> </ul>	SOCIALEMOTIONAL		
	<ul style="list-style-type: none"> <li>No delay detected</li> </ul>	NODELAYDETECTED		
	<ul style="list-style-type: none"> <li>Established condition</li> </ul>	ESTABCOND		
	<ul style="list-style-type: none"> <li>At-risk of developing delay</li> </ul>	ATRISK		
	<ul style="list-style-type: none"> <li>Other</li> </ul>	OTHER		
Primary Type of Disability (C,P)	The major or overriding disability condition that best describes a child's impairment.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Autism</li> </ul>	AUT		
	<ul style="list-style-type: none"> <li>Deaf-blindness</li> </ul>	DB		
	<ul style="list-style-type: none"> <li>Developmental delay</li> </ul>	DD		
	<ul style="list-style-type: none"> <li>Emotional disturbance</li> </ul>	EMN		
	<ul style="list-style-type: none"> <li>Hearing impairment</li> </ul>	HI		
	<ul style="list-style-type: none"> <li>Intellectual disability</li> </ul>	ID		
	<ul style="list-style-type: none"> <li>Multiple disabilities</li> </ul>	MD		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>• Orthopedic impairment</li> </ul>	OI		
	<ul style="list-style-type: none"> <li>• Other health impairment</li> </ul>	OHI		
	<ul style="list-style-type: none"> <li>• Specific learning disability</li> </ul>	SLD		
	<ul style="list-style-type: none"> <li>• Speech or language impairment</li> </ul>	SLI		
	<ul style="list-style-type: none"> <li>• Traumatic brain injury</li> </ul>	TBI		
	<ul style="list-style-type: none"> <li>• Visual impairment</li> </ul>	VI		
Dental Insurance Coverage (C,P)	The nature of insurance covering a child’s dental care.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>• Non-workplace or personal</li> </ul>	DENTAL_NONWORKPLACE		
	<ul style="list-style-type: none"> <li>• Workplace</li> </ul>	DENTAL_WORKPLACE		
	<ul style="list-style-type: none"> <li>• Medicaid</li> </ul>	DENTAL_MEDICAID		
	<ul style="list-style-type: none"> <li>• Children’s health insurance program</li> </ul>	DENTAL_CHIP		
	<ul style="list-style-type: none"> <li>• State-only funded insurance</li> </ul>	DENTAL_STATEFUNDED		
	<ul style="list-style-type: none"> <li>• Supplemental security income</li> </ul>	DENTAL_SSI		
	<ul style="list-style-type: none"> <li>• None</li> </ul>	DENTAL_NONE		
<ul style="list-style-type: none"> <li>• Other</li> </ul>	DENTAL_OTHER			
Dental Screening (C,P)	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		Numeric	Yes; No;

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	clinically manifested disease or abnormalities of the oral cavity.			
	<ul style="list-style-type: none"> <li>No treatment needed</li> </ul>	NO_TREATMENTNEEDED		
	<ul style="list-style-type: none"> <li>Treatment needed</li> </ul>	TREATMENT_NEEDED		
	<ul style="list-style-type: none"> <li>Treatment received</li> </ul>	TREATMENT_RECEIVED		
Dental Screening Date (C,P)	The year, month and day of a dental screening	DENTALSCREENINGDATE	Date	DD/MM/YYYY
Vision Screening (C,P)	An examination used to measure a person's ability to see.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Passed</li> </ul>	VISION_PASSED		
	<ul style="list-style-type: none"> <li>Further evaluation is needed</li> </ul>	VISION_FURTHEREVALUATION		
Vision Screening Date (C,P)	The year, month and day of a vision screening.	VISIONSCREENINGDATE	Date	DD/MM/YYYY
Hearing Screening (C,P)	An examination used to measure a person's ability to perceive sounds.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Passed</li> </ul>	HEARING_PASSED		
	<ul style="list-style-type: none"> <li>Further evaluation is needed</li> </ul>	HEARING_FURTHEREVALUATION		
Hearing Screening Date	The year, month and day of a hearing screening.	HEARINGSCREENINGDATE	Date	DD/MM/YYYY

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
(C,P)				
Health Insurance Coverage (C,N,P)	The nature of insurance covering a child's hospitalization and other health or medical care.		Numeric	Yes; No;
	• Non-workplace or personal	HEALTH_NONWORKPLACE		
	• Workplace	HEALTH_WORKPLACE		
	• Medicaid	HEALTH_MEDICAID		
	• Children's health insurance program	HEALTH_CHIP		
	• State-only funded insurance	HEALTH_STATEFUNDED		
	• Supplemental security income	HEALTH_SSI		
	• None	HEALTH_NONE		
• Other	HEALTH_OTHER			
Required Immunization (C,P)	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;

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<a href="http://www.who.int/classifications/apps/icd/icd10online">http://www.who.int/classifications/apps/icd/icd10online</a> ). <ul style="list-style-type: none"> <li>• Diphtheria</li> <li>• HaemophilusInfluenzae</li> <li>• Hepatitis A</li> <li>• Hepatitis B</li> <li>• Inactivated Poliovirus</li> <li>• Influenza</li> <li>• Meningococcal</li> <li>• Mumps</li> <li>• Pertussis (Whooping Cough)</li> <li>• Pneumococcal</li> <li>• Rh. Immune Globulin</li> <li>• Rotavirus</li> <li>• Rubella (German measles)</li> <li>• Rubeola (Measles)</li> <li>• Smallpox</li> <li>• Tetanus</li> <li>• Tuberculosis (BCG)</li> <li>• Varicella</li> <li>• Parent-opt out</li> </ul>			
Immunization Date	The year, month and day of an	IMMUNIZATIONDATE	Date	DD/MM/YYYY

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
(C,P)	immunization.			
Weeks of Gestation ( C )	The number of weeks during gestational period at which a child was born.	GESTATIONWEEKS	Numeric	
Weight at Birth ( C )	The weight of a child at birth in pounds and ounces.	BIRTHWEIGHT	Alphanumeric	

### Early Care and Education Experiences

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Child Entry Date (A,C,E,P)	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
Early Intervention or Special Education Services Received (C,P)	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;
	<ul style="list-style-type: none"> <li>• Cross categorical</li> </ul>	SERVICE_04903		
	<ul style="list-style-type: none"> <li>• Early identification</li> </ul>	SERVICE_04889		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	• Early intervention	SERVICE_04890		
	• Other special education service	SERVICE_04905		
	• Psychological service	SERVICE_04902		
	• Service for individuals with autism	SERVICE_04891		
	• Service for individuals with deaf blindness	SERVICE_04892		
	• Service for individuals with developmental delay	SERVICE_04904		
	• Service for individuals with hearing impairment	SERVICE_04894		
	• Service for individuals with mental retardation	SERVICE_04893		
	• Service for individuals with multiple disabilities	SERVICE_04900		
	• Service for individuals with orthopedic impairment	SERVICE_04896		
	• Service for individuals with serious emotional disturbance	SERVICE_04898		
	• Service for individuals with specific learning disabilities	SERVICE_04899		
	• Service for individuals with traumatic brain injury	SERVICE_04901		
	• Service for individuals with speech	SERVICE_04897		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	or language impairment			
	<ul style="list-style-type: none"> <li>• Service for individuals with visual impairment</li> </ul>	SERVICE_04895		
	<ul style="list-style-type: none"> <li>• Other</li> </ul>	SERVICE_09999		
Early Intervention or Special Education Services Setting ( C )	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"> <li>• Regular early childhood program</li> </ul>	REG_ECEPROGRAM		
	<ul style="list-style-type: none"> <li>• Special education program</li> </ul>	SPCED_PROGRAM		
	<ul style="list-style-type: none"> <li>• Separate class</li> </ul>	SEPARATE_CLASS		
	<ul style="list-style-type: none"> <li>• Separate school</li> </ul>	SEPARATE_SCH		
	<ul style="list-style-type: none"> <li>• Residential facility</li> </ul>	RESIDENTIAL_FAC		
	<ul style="list-style-type: none"> <li>• Home</li> </ul>	HOME		
	<ul style="list-style-type: none"> <li>• Service provider's location</li> </ul>	SERVPROVIDER_LOCATION		
	<ul style="list-style-type: none"> <li>• Community-based setting</li> </ul>	COMMUNITY_SETTING		
	<ul style="list-style-type: none"> <li>• Other setting</li> </ul>	OTH_SETTING		
Enrollment Date	The year, month and day on which a child is	ENROLLDATE	Date	DD/MM/YYYY

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
(A,C,E,P)	considered officially enrolled in a school, institution, program (including family child care), or class-section.			
Exit Date (A,C,E,P)	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
Individualized Program Type (C,N,P)	A designation of the type of program developed for a child.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>504 plan</li> </ul>	PRGTYPE_05978		
	<ul style="list-style-type: none"> <li>GIEP - Individualized education program for gifted student</li> </ul>	PRGTYPE_05980		
	<ul style="list-style-type: none"> <li>Individualized education program (IEP)</li> </ul>	PRGTYPE_02196		
	<ul style="list-style-type: none"> <li>Individualized family service plan (IFSP)</li> </ul>	PRGTYPE_02198		
	<ul style="list-style-type: none"> <li>Individualized learning program (ILP)</li> </ul>	PRGTYPE_02197		
	<ul style="list-style-type: none"> <li>Individualized transition plan</li> </ul>	PRGTYPE_05982		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Limited English proficient/English language learner</li> </ul>	PRGTYPE_02349		
	<ul style="list-style-type: none"> <li>Literacy plan</li> </ul>	PRGTYPE_05981		
	<ul style="list-style-type: none"> <li>Student intervention/support plan</li> </ul>	PRGTYPE_05979		
	<ul style="list-style-type: none"> <li>Other</li> </ul>	PRGTYPE_09999		
Number of Days in Attendance (A,C)	The number of days a child is present when an early learning program is in session during a given reporting period.	ATTENDANCE	Numeric	
Participation in School Food Service Programs ( C )	An indication of a child's participation in free, reduced price, full price breakfast, lunch, snack, supper, or milk programs.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Free breakfast</li> </ul>	FREE_BREAKFAST		
	<ul style="list-style-type: none"> <li>Free lunch</li> </ul>	FREE_LUNCH		
	<ul style="list-style-type: none"> <li>Free milk</li> </ul>	FREE_MILK		
	<ul style="list-style-type: none"> <li>Free snack</li> </ul>	FREE_SNACK		
	<ul style="list-style-type: none"> <li>Free Supper</li> </ul>	FREE_SUPPER		
	<ul style="list-style-type: none"> <li>Full price breakfast</li> </ul>	FULL_BREAKFAST		
	<ul style="list-style-type: none"> <li>Full price lunch</li> </ul>	FULL_LUNCH		
	<ul style="list-style-type: none"> <li>Full price milk</li> </ul>	FULL_MILK		
	<ul style="list-style-type: none"> <li>Full price snack</li> </ul>	FULL_SNACK		
<ul style="list-style-type: none"> <li>Full price supper</li> </ul>	FULL_SUPPER			

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Reduced price breakfast</li> <li>Reduced price lunch</li> <li>Reduced price snack</li> <li>Reduced price supper</li> <li>Other</li> </ul>	REDUCED_BREAKFAST REDUCED_LUNCH REDUCED_SNACK REDUCED_SUPPER OTHER		
Program Participation Exit Date (A,C,E,P)	The year, month and day on which the person ceased to participate in a program.	PROGEXITDATE	Date	DD/MM/YYYY
Program Participation Start Date (A,C,E,P)	The year, month and day on which the person began to participate in a program.	PROGSTARTDATE	Date	DD/MM/YYYY
Service Entry Date ( C )	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 ( C )	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	The type of programs in which a child is enrolled.		Numeric	Yes; No;

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
(A,C,E,N,P)	<ul style="list-style-type: none"> <li>• Head Start</li> </ul>	HS		
	<ul style="list-style-type: none"> <li>• Early Head Start</li> </ul>	HS_EARLY		
	<ul style="list-style-type: none"> <li>• Migrant Head Start</li> </ul>	HS_MIGRANT		
	<ul style="list-style-type: none"> <li>• Tribal Head Start</li> </ul>	HS_TRIBAL		
	<ul style="list-style-type: none"> <li>• Public preschool</li> </ul>	PUBLIC_PRESCH		
	<ul style="list-style-type: none"> <li>• Private preschool</li> </ul>	PRIVATE_PRESCH		
	<ul style="list-style-type: none"> <li>• Family child care</li> </ul>	FCC		
	<ul style="list-style-type: none"> <li>• Preschool special education</li> </ul>	SPCED_PRESCH		
	<ul style="list-style-type: none"> <li>• Informal care</li> </ul>	INFORMAL		
	<ul style="list-style-type: none"> <li>• Early intervention Part C</li> </ul>	PARTC		
	<ul style="list-style-type: none"> <li>• Other</li> </ul>	OTHER		
	<ul style="list-style-type: none"> <li>• None</li> </ul>	NONE		
Financial Support Type	Child receives financial support from one of the specified sources.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>• Head Start</li> </ul>	C_HS		
	<ul style="list-style-type: none"> <li>• Early Head Start</li> </ul>	C_HS_EARLY		
	<ul style="list-style-type: none"> <li>• Tribal Head Start</li> </ul>	C_HS_TRIBAL		
	<ul style="list-style-type: none"> <li>• Migrant Head Start</li> </ul>	C_HS_MIGRANT		
	<ul style="list-style-type: none"> <li>• State Head Start</li> </ul>	C_HS_STATE		
	<ul style="list-style-type: none"> <li>• IDEA, Part B, section 619</li> </ul>	C_IDEA_PARTB619		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>• IDEA, Part C</li> </ul>	C_IDEA_PART		
	<ul style="list-style-type: none"> <li>• Title 1 of Elementary and Secondary Education Act</li> </ul>	C_TITLE1		
	<ul style="list-style-type: none"> <li>• Child Care Development Fund</li> </ul>	C_CCDF		
	<ul style="list-style-type: none"> <li>• Other</li> </ul>	C_OTHER		

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## FAMILY LEVEL

### Identification

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Family ID (A,C,P)	A unique number or alphanumeric code assigned to a family by a school, school system, a state, or other agency or entity.	FAMID	Alphanumeric	
Relationship to Learner (A,C,N,P)	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		
	• 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			

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	• 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		
	• Significant other	SIGOTH		
	• Sister	SISTER		
	• Son	SON		
	• Unknown	UNKNOWN		
	• Uncle	UNCLE		
	• Ward	WARD		
• Wife	WIFE			
Relationship to Learner Qualifier	A qualifier used with the element Person Relationship to Learner Type to further define		Numeric	Yes; No;

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
( C )	the nature of the person's relationship to a learner.			
	• Adoptive	ADPOTIVE		
	• Biological	BIOLOGICAL		
	• Foster	FOSTER		
	• Half	HALF		
	• None	NONE		
	• Step	STEP		
Proof of Residency ( C )	An accepted form of proof of residency in the district/county/other locality.		Numeric	Yes; No;
	• Bank statement	BANK		
	• Utility bill	UTILITY		
	• Lease	LEASE		
	• Other	OTHER		
Custodial Parent or Guardian Indicator ( C, N )	An indication that a person has legal custody of a child.		Numeric	Yes; No;
	• Mother	MOTHER		
	• Father	FATHER		
	• Grandparent	GRANDPARENT		
	• Aunt	AUNT		
	• Uncle	UNCLE		
	• Sibling	SIBLING		
• Foster parent	FOSTERPARENT			

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>In court system-not yet in foster care</li> <li>Other</li> </ul>	COURTSYSTEM		
Family Name ( C )	<b>Personal Title or Prefix:</b> An appellation, if any, used to denote rank, placement, or status (e.g. Mr., Ms., Reverend, Sister, Dr., Colonel, etc.).	PREFIX	Alphanumeric	
	<b>First Name:</b> The full legal first name given to a person at birth, baptism, or through legal change.	FIRST		
	<b>Middle Name:</b> A full legal middle name given to a person at birth, baptism, or through legal change.	MIDDLE		
	<b>Last or Surname:</b> The full legal last name borne in common by members of a family.	LAST		
	<b>Generation Code or Suffix:</b> An appendage, if any, used to denote a person's generation in his family (e.g. Jr., Sr., III).	SUFFIX		

## Household Information

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Number of People in Family (A,C)	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 (ii) 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 ( C )	Total number of persons residing in the same household.	HOUSEHOLD_SIZE	Numeric	
Parent's Highest Level of Education ( C,N,P )	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

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
				Associate's degree; Associate's degree; Baccalaureate degree; Master's degree; Doctoral/professional degree; Unknown;
Family Income (A,C,N,P)	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 ( <b>with the exception noted below</b> ), public assistance (including Temporary Assistance for Needy Families, Supplemental Security Income, Emergency Assistance money payments, and non-Federally funded General Assistance or	INCOME	US Currency	

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	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.			
Source of Family Income (A,C,N,P)	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		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Agricultural</li> </ul>	AGRICULTURAL		
	<ul style="list-style-type: none"> <li>Other</li> </ul>	OTHER		
Income Calculation Method (A,C,N,P)	The calculation method used by a program to determine total family income.	INCOME_CALCU	Numeric	Head Start calculation; State-specific calculation;

*\*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

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

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
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Parent Satisfaction	Parent's satisfaction with the quality of a child care arrangement.	PARENT_SATISFACTI ON	Numeric	Very unsatisfied; Somewhat unsatisfied; Somewhat satisfied; Very satisfied
Parent's Rating of Overall Quality	Parent's overall rating of a child care arrangement.	PARENT_RATING	Numeric	Not so good; Okay; Really good; Outstanding; Don't know; Refused;
Parent's Recommendation Level	Parent recommendation level for a child care provider based on their experience.	PARENT_RECOMMEN DATION	Numeric	Strongly recommend; Recommend; Have doubts about recommending; Would not recommend; Don't know; Refused;
Parent Knowledge of the QRIS	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;
Parent Use of QRIS	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)

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				programs; Parent has used the QRIS to select an early care and education program;
Barriers to QRIS Use	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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## PRACTITIONER LEVEL

### Identification

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Practitioner ID ( C )	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	
Identification System for Staff Member ( C )	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	Yes; No;
	<ul style="list-style-type: none"> <li>Social security administration number</li> </ul>	SSN		
	<ul style="list-style-type: none"> <li>US government Visa number</li> </ul>	USVISA		
	<ul style="list-style-type: none"> <li>Personal identification number</li> </ul>	PIN		
	<ul style="list-style-type: none"> <li>Federal identification number</li> </ul>	FEDERAL		
	<ul style="list-style-type: none"> <li>Driver's license number</li> </ul>	DRIVERSLICENSE		
	<ul style="list-style-type: none"> <li>Medicaid number</li> </ul>	MEDICAID		
	<ul style="list-style-type: none"> <li>Health record number</li> </ul>	HEALTH_RECORD		
<ul style="list-style-type: none"> <li>Professional certificate or license number</li> </ul>	PROFCERTIFICATE			

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>School-assigned number</li> </ul>	SCHOOL		
	<ul style="list-style-type: none"> <li>District-assigned number</li> </ul>	DISTRICT		
	<ul style="list-style-type: none"> <li>State-assigned number</li> </ul>	STATEID		
	<ul style="list-style-type: none"> <li>Other federally assigned number</li> </ul>	OTHER_FEDERAL		
	<ul style="list-style-type: none"> <li>Selective Service Number</li> </ul>	SELECTIVE_SERVICE		
	<ul style="list-style-type: none"> <li>Canadian Social Insurance Number</li> </ul>	CANADIANSIN		
	<ul style="list-style-type: none"> <li>Other</li> </ul>	OTHER		
Practitioner Name ( C )	<b>Personal Title or Prefix:</b> An appellation, if any, used to denote rank, placement, or status (e.g., Mr., Ms., Reverend, Sister, Dr., Colonel, etc).	PREFIX	Alphanumeric	
	<b>First Name:</b> The full legal first name given to a person at birth, baptism, or through legal change.	FIRST		
	<b>Middle Name:</b> A full legal middle name given to a person at birth, baptism, or through legal change.	MIDDLE		
	<b>Last or Surname:</b> The full legal last name borne in common by members of a family.	LAST		
	<b>Prior Last or Surname:</b> The full legal last name borne in common by members of a family (if the individual had a former last name).	PRIOR_LAST		

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	<b>Generation Code or Suffix:</b> An appendage, if any, used to denote a person's generation in his family (e.g. Jr., Sr., III).	SUFFIX		
Practitioner Address ( C )	<b>Address Street Number and Name:</b> The street number and street name or post office box number of a practitioner's address.	ADDRESS	Alphanumeric	*Option set for Practitioner Address- See below
	<b>Apartment Room or Suite Number:</b> The practitioner's apartment, room, or suite number of an address.	APT		
	<b>Address City:</b> The name of the city in which a practitioner's address is located.	CITY		
	<b>Address County:</b> The name of the county, parish, borough, or comparable unit (within a state) in which a practitioner's address is located.	COUNTY		
	<b>Address Postal code:</b> A number that identifies each postal delivery area in the United States used as a portion of a practitioner's address.	ZIPCODE		
	<b>State Abbreviation:</b> The abbreviation for the state (within the United States) or outlying area in which an address is located.	STATE		
	<b>Country Code:</b> The unique two character International Organization for Standardization (ISO) code for the country in which an address is located.	COUNTRY		
Practitioner Address Type ( C )	The type of address listed for an individual or organization.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Mailing address</li> </ul>	MAILING		
	<ul style="list-style-type: none"> <li>Physical address</li> </ul>	PHYSICAL		
	<ul style="list-style-type: none"> <li>Other home address</li> </ul>	OTHER_HOME		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	• Employer’s address	EMPLOYER		
	• Employment address	EMPLOYMENT		
	• 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 webprogram site at [www.ceds.ed.gov](http://www.ceds.ed.gov).

## Demographics

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Practitioner Sex ( C,N )	A code which designates whether a person is male or female.	SEX = Practitioner’s Sex	Numeric	Male; Female;
Practitioner	The month, day, and year on which a person was	DOB	Date	DD/MM/YYYY

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Birthdate ( C,N )	born.			
Hispanic or Latino Ethnicity (C,N,P)	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 (C,N,P)	<b>American Indian or Alaskan Native:</b> 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;
	<b>Asian:</b> 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		
	<b>Black or African American:</b> A person having origins in any of the black racial groups of Africa.	BLACK		
	<b>Native Hawaiian or Other Pacific Islander:</b> A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	NAPTI		

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	<b>White:</b> A person having origins in any of the original peoples of Europe, Middle East, or North Africa.	WHITE		
Practitioner Language Code (C,N,P)	The code for the specific language or dialect that a person uses to communicate.	LANG_CODE	Numeric	See CEDS webprogram site: <a href="http://ceds.ed.gov/languageCodes.aspx">http://ceds.ed.gov/languageCodes.aspx</a>
Practitioner Language Type (C,P)	An indication of the function and context in which a person uses a language to communicate.		Numeric	Yes; No;
	• Correspondence language	CORESSPONDENCE		
	• Dominant language	DOMINANT		
	• Home language	HOME		
	• Native language	NATIVE		
• Other language proficiency	OTHERLANGPROF			

### Credentialing/Licensure

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Name of Professional Credential/License ( C )	The name of the license/credential awarded by a given profession.	CREDENTIAL	Alphanumeric	
Type of Professional Credential/License (C,P)	The type of professional license/credential awarded by a given profession.	CRED_TYPE	Alphanumeric	
Date Professional Credential/License Issued (C,P)	Date professional license issued.	CRED_ISSUED	Date	DD/MM/YYYY
Date Professional Credential/License Expires (C,P)	Date professional license expires.	CRED_EXPIRE	Date	DD/MM/YYYY
State Issuing Professional Credential/License (C)	State where the professional license/credential was issued.	CRED_STATE	Alphanumeric	*Option set for State Issuing Professional C/L- See below
Early Childhood Credential (C,N,P)	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		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>State-Preschool Credential</li> </ul>	CRED_PRESCH		
	<ul style="list-style-type: none"> <li>State-School-age Credential</li> </ul>	CRED_SCHAGE		
	<ul style="list-style-type: none"> <li>State-Teacher Certification/Licensure</li> </ul>	CRED_TEACHER		
	<ul style="list-style-type: none"> <li>State-Special Education Credential</li> </ul>	CRED_SPECIALED		
	<ul style="list-style-type: none"> <li>Other</li> </ul>	CRED_OTHER		
Level of Specialization in Early Learning (C,P)	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;
	<ul style="list-style-type: none"> <li>Major</li> </ul>	MAJOR		
	<ul style="list-style-type: none"> <li>Minor</li> </ul>	MINOR		
	<ul style="list-style-type: none"> <li>Area of emphasis or concentration</li> </ul>	CONCENTRATION		
	<ul style="list-style-type: none"> <li>Post degree study</li> </ul>	POSTDEGREE		
	<ul style="list-style-type: none"> <li>Area of interest</li> </ul>	AREAOFINTEREST		
CDA Type (C,N,P,Q)	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;

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
CDA Expiration Date (P,Q)	Date a Child Development Associate Credential expires	CDA_EXPIRE	Date	DD/MM/YYYY

*\*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 – 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

## Employment

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Name of Organization ( C )	The full, legally accepted name of the organization.	PRAC_ORG	Alphanumeric	
Employment Status ( C,P)	The condition under which a person has agreed to serve an employer. Enter code that reflects current employment status.	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;

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
				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 Classification (C,N,P)	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 teachers	EARLY_TEACHER		

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	• Elementary teacher	ELEM_TEACHER		
	• Family service workers	FAMIILY_SERVICE		
	• Health specialist	HEALTH_SPECIALIST		
	• Home visitors	HOME_VISITOR		
	• Instructional coordinators	INSTRUCTIONAL_COORD		
	• Kindergarten teacher	KG_TEACHER		
	• Librarian/Media specialist	LIBRARYMEDIA_SPECIALIST		
	• Librarian/Media support staff	LIBRARYMEDIA_SUPPORT		
	• Owner	OWNER		
	• Mental health specialist	MENTAL_SPECIALIST		
	• Nutrition specialist	NUTRITION_SPECIALIST		
	• Paraprofessionals	PARAPROFESSIONAL		
	• Part C early interventionist	PARTC_INTERVENTIONIST		
	• Part C service	PARTC_COORDINATOR		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	coordinators			
	• 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 Member (C,N)	Practitioner is a member of a union.	UNION	Numeric	Yes; No;
Employment Start Date (C,N,P)	The month, day, and year on which a person began self-employment or employment with an organization or	START_DATE	Date	DD/MM/YYYY

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	institution			
Employment End Date (C,N,P)	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	Number of months a practitioner works per year.	MTHSPERYR	Numeric	
Hours Worked Per Week (C,N,P)	Number of hours works per week for this employment	HRSPERWK	Numeric	
Hourly Wage (C,N,P)	Wage associated with the practitioner's position.	WAGE_HRLY	US Currency	
Wage Collection Code ( C )	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	Code that is applicable to the wage data.	WAGE_VERIFCATION	Numeric	Verified; Unverified;

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
( C )				Wage data not present;
Clock Hours Required	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	
Directs Work with Age Group (N,P)	Practitioner directly works with this age group in the current position.		Numeric	Yes; No;
	• Infants	DIRECT_INFANT		
	• Toddlers	DIRECT_TODDLER		
	• Preschoolers	DIRECT_PRESCHOOL		
	• School-age children	DIRECT_SCHAGE		
	• Children of all ages	DIRECT_ALLAGES		
Number Currently	Number of unique	PRAC_CLASSES	Numeric	Yes;

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Working Classrooms/Groups ( C,N)	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)			No;
Type of Setting	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		

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	<ul style="list-style-type: none"> <li>License-exempt</li> </ul>	P_EXEMPT		
	<ul style="list-style-type: none"> <li>Other</li> </ul>	P_ECSETTINGOTHER		

## Education

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Determination of Degree or Certificate Type	The code the best reflects the method used to report the highest level of education for the participants record	EDUCATION_MTHD	Numeric	Request full education of participant and enter everything we receive, whether ECE or not. Record is not marked active until we know we have their full education; Request full education of participant and enter everything received, whether ECE or not. Information is added to the database as received, but the record is active with the education that is entered; Request applicable ECE education of participant and enter only that; Not collected;
Name of Institution ( C )	The full legally accepted name of the institution.	INSTITUTION	Alphanumeric	
State-assigned Code of Institution	A code assigned by a state for its educational institutions.	INSTITTUION_STATE	Alphanumeric	

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
( C )				
Accreditation Status of Higher Learning ( C )	Higher education institution's accreditation status.	INSTITUTION_ACCR ED	Numeric	Regionally accredited; Not accredited; Programmatic accreditation; National; Faith; Career related;
Degree or Certificate Type ( C,N,P)	The type of degree or certificate earned by a person. Enter appropriate code.	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



Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
				certificate; Other;
Degree or Certificate Title or Subject (C,N,P)	The name of the degree or certificate earned by a person. This includes honorary degrees conferred upon an individual.	EDUCATION_TITLE	Alphanumeric	
Degree or Certificate Conferring Date (C,P)	The month, day, and year on which a person received a degree or certificate.	EDUCATION_DATE	Date	DD/MM/YYYY
Practitioner Entry Date (C,N,P)	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 (C,N,P)	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_WITHD RAWL	Date	DD/MM/YYYY
Early Childhood Degree Holder (C,P)	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 Data Alignment)	Definition	Field Name	Variable Type	Option Set
Total Approved Early Childhood Credits Earned ( C )	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 ( C )	Business-related semester credits	BUSINESS_CREDITS	Numeric	
Number of School Age Credits ( C )	Number of school-age semester credits for practitioner	SCHAGE_CREDITS	Numeric	
Total College Credits by Participant Across All Degrees in Educational Endeavors ( C )	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	

## Professional Development

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
State Approved Training	Training approved by the state.	STATE_APPROVED	Numeric	Yes; No;
Training Collection Code	This code provides further information about whether the data in the "number of training hours"	TRAIN_CODE	Numeric	All of the training for an individual is included; All of the training that has

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	represents all training received by the individual.			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	The name of the organization where training was offered.	TRAIN_ORG	Alphanumeric	
Event ID ( C,N,Q)	A unique number or alphanumeric code assigned to a training event as assigned by the organization offering the training.	EVENT_ID	Alphanumeric	
Training Title ( C )	The title of the training event or series of events.	TRAIN_TITLE	Alphanumeric	
Approved Trainer ( C )	Trainer has been approved through a state process.	TRAINER_APPRV	Numeric	Yes; No;
Training Start Date (C,N,P)	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 (C,N,Q)	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
Core Knowledge Area Addressed in Training ( C )	A description of the core knowledge areas addressed by Early Learning professional development.		Numeric	Yes; No;

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Child growth and development</li> <li>Health safety and nutrition;</li> <li>Teaching and learning</li> <li>Observing documenting and assessing</li> <li>Family and community relationships</li> <li>Administration and management</li> <li>Early childhood education profession and policy</li> <li>Other</li> </ul>	CHILD_DEVELOPMENT HEALTH_SAFETY TEACH_LEARNING OBSERV_ASSESSMENT FAMILY_RELATIONSHIPS ADMINISTRATION PROFESSIONALISM OTHER		
Number of Training Hours	Number of training hours completed for current calendar year.	TRAIN_HRS	Numeric	
Early Childhood Training Hours	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 (C)	The total number of clock hours earned for the training event.	TRAIN_CLOCK	Numeric	
Number of CEUs Earned (Q)	The total number of continuing education units (CEUs) earned for the	TRAIN_CEU	Numeric	

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	training event.			
Member Professional Organization (C,N)	Practitioner is a member of a professional organization.	PROF_MEMBER	Numeric	Yes; No;
First Aid Expiration Date ( C )	Date First Aid certificate expires.	FIRSTAID_EXPIRE	Date	DD/MM/YYYY
CPR Expiration Date ( C )	Date CPR certification expires.	CPR_EXPIRE	Date	DD/MM/YYYY
Training Credit Type (C,N,Q)	Type of credit received for professional development activities.			
	• One-time non-credit;	ONETIME_NONCRE DIT		
	• One-time credit paid;	ONETIME_CREDIT		
	• On-going non-credit;	ONGOING_NONCRE DIT		
	• On-going credit paid;	ONGOING_CREDIT		
Financial Supports (C,N,Q)	Type of financial assistance to support non-credit professional development activities		Numeric	Yes; No;
	• Salary bonus;	BONUS		
	• Wage enhancement;	WAGE_ENHANCEM ENT		
	• Tuition reimbursement;	TUITION		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>• Travel;</li> <li>• Child care;</li> <li>• Release time;</li> <li>• Scholarship;</li> <li>• Loan;</li> <li>• Other</li> </ul>	TRAVEL		
		CHILDCARE		
		RELEASETIME		
		SCHOLARSHIP		
		LOAN		
		OTHER		
Approved Technical Assistance Provider ( C )	Practitioner has been approved through a state process as a technical assistance provider.	TA_APPRV	Numeric	Yes; No;
Technical Assistance Date	The year, month, and date that a practitioner received targeted technical assistance as defined by NAEYC/NACCRRA: <a href="http://www.naeyc.org/GlossaryTraining_TA.pdf">http://www.naeyc.org/GlossaryTraining_TA.pdf</a>	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	TA_HOURS	Numeric	

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	recipients.			
Technical Assistance Type	Type of targeted technical assistance an individual receives as defined by NAEYC/NACCRRA: <a href="http://www.naeyc.org/GlossaryTraining_TA.pdf">http://www.naeyc.org/GlossaryTraining_TA.pdf</a>	TA_TYPE	Numeric	Mentoring; Coaching; Consultation; Professional development advising; Peer-to-peer;
Technical Assistance Focus	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_INTERACT IONS		
	• 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	DDL			

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	learners			
	<ul style="list-style-type: none"> <li>Understanding developmental screenings</li> </ul>	DEVELOP_SCREENING		
Technical Assistance Delivery	The method of delivery of the targeted technical assistance that a program received.	TA_DELIVERY	Numeric	Face-to-face; Phone; Email; Technology-based (e.g. online, DVD,); Other;
Practitioner Training (N)	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;

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
				Other;

## Work Experience

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Child Care Experience Years ( C )	Years of teaching experience in center/family child care.	ECYRS_TEACHER	Numeric	
Director Management Experience ( C )	Years of experience in administration of a child care setting.	ECYRS_MANAGER	Numeric	
Years in Field ( C )	Years of experience in the early childhood field.	ECYRS_EXP	Numeric	
Years in Field Methodology	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;

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## CLASS/GROUP LEVEL

### Class/Group Identification

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Class/Group ID ( C )	Uniquely identifies a classroom within a program.	CLASSID	Alphanumeric	
Class/Group Name ( C )	Name of class or group	GROUP_NAME	Alphanumeric	

### Program site Structure

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Use of Assessment	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 (P,Q)	Assessment is aligned with ELGs	ELGS	Numeric	Yes; No;
Curriculum (C,N,P,Q)	Curriculum used in classroom	CURRICULUM	Numeric	Creative curriculum infants/toddlers; Creative curriculum preschool; Creative curriculum family child care; Highscope preschoolers; Highscope infants toddlers Montessori curriculum;

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
				Locally designed curriculum; Other curriculum; None;
Ages Served (P)	The ages of children served by a classroom as identified by the funding and/or licensing source.	AGES_SERVED	Alphanumeric	
Group Size	Program site meets NAEYC or NAFCC standards for group sizes.		Numeric	Yes; No;
	• Does not meet standards	NO_STANDARDS		
	• Meets standards for infants	GRP_INFANT		
	• Meets standards for toddlers	GRP_TODDLER		
	• Meets standards for preschoolers	GRP_PRESCHOOL		
• Meets standards for school-age children	GROUP_SCHAGE			
Children Enrolled Classroom	Total number of children enrolled in classroom.	ENROLL_CLASS	Numeric	
Serving Children with Special Needs (C)	The class/group includes children with special needs.	SPCNDN_N	Numeric	Yes; No;
Start Time (C)	Time in which the class or group begins the session.	TIME_START	Time	
Stop Time	Time at which the class or group	TIME_STOP	Time	

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
( C )	concludes the session.			
Program site Option Variation (C,N)	Nature of early childhood class/group in which a child is enrolled.		Numeric	Yes; No;
	Full-day/ full year	FD_FYEAR		
	Full-day/ part year	FD_PYEAR		
	Part-day/ full year	PD_FYEAR		
	Part-day/ part year	PD_PYEAR		

### Quality Measures

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
CLASS	Measure of teacher-child interactions organized by 3 domains.		Numeric	
	<b>Emotional Support:</b> Negative climate; Positive climate; Regard for student perspectives; Teacher sensitivity	CLASS_EMOTIONAL		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<b>Classroom Organization:</b> Behavior management; Instructional learning formats; Productivity	CLASS_ORGANIZATION		
	<b>Instructional Support:</b> Concept development; Language modeling; Quality of feedback	CLASS_INSTRUCTIONAL		
CLASS Average Score	CLASS average scores organized by domain	AVG_EMOTIONAL AVG_ORGANIZATIONAL AVG_INSTRUCTIONAL	Numeric	
CLASS Reliability	Documentation of whether CLASS observation rating included a check of interrater reliability	CLASS_RELIABILITY	Numeric	Yes; No;
CLASS Date Administered	Date of the CLASS observation	CLASS_DATE	Date	DD/MM/YYYY
ECERS-R Items	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	

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<b>Space and Furnishings:</b> 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		
	<b>Personal Care Routines:</b> Greeting/departing; Meals/snacks; Nap/rest; Toileting/diapering; Health practices; Safety practices	ECERS-R_ROUTINES		
	<b>Language-Reasoning:</b> Books and pictures; Encouraging children to communicate; Using language to develop reasoning skills; Informal use of language	ECERS-R_LANGUAGE		
	<b>Activities:</b> 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		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<b>Interaction:</b> Supervision of gross motor activities; General supervision of children (other than gross motor); Discipline; Staff-child interactions; Interactions among children;	ECERS-R_INTERACTION		
	<b>Program Structure:</b> Schedule; Free play; Group time; Provisions for children with disabilities	ECERS-R_PROGRAM		
	<b>Parents and Staff:</b> 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		
ECERS-R Average	ECERS-R Average scores by subscale	AVG_SPACE AVG_ROUTINES AVG_LANGUAGE AVG_ACTIVITIES AVG_INTERACTION AVG_PROGRAM AVG_PARENT	Numeric	
ECERS-R Reliability	Documentation of whether ECERS-R observation rating included a check of interrater reliability	ECERS-R_RELIABILITY	Numeric	Yes; No;

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
ECERS-E Date Administered	Date of the ECERS-E observation	ECERS-E_DATE	Date	DD/MM/YYYY
ECERS-E Items	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	
	<b>Diversity:</b> Gender equality and awareness; Planning for individual learning needs; Race equality and awareness	ECERS-E_DIVERSITY		
	<b>Literacy:</b> 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		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<b>Mathematics:</b> Counting and application of counting; Mathematical Activities: Shape; Mathematical Activities: Sorting, matching, and comparing; Reading and representing simple numbers	ECERS-E_MATH		
	<b>Science and Environment:</b> 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	ECERS-E Average scores by subscale	AVG_DIVERSITY AVG_LITERACY AVG_MATH AVG_SCIENCE	Numeric	
ECERS-E Reliability	Documentation of whether ECERS-E observation rating included a check of interrater reliability	ECERS-E_RELIABILITY	Numeric	Yes; No;
FCCERS-R Date Administered	Date of the FCCERS-R observation	FCCERS-R_DATE	Date	DD/MM/YYYY
FCCERS-R Items	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	

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<b>Activities:</b> 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		
	<b>Interaction:</b> discipline; interaction among children; provider-child interaction; supervision of play and learning	FCCERS-R_INTERACTION		
	<b>Listening and Talking:</b> helping children understand language; helping children use language; using books	FCCERS-R_LISTENING		
	<b>Parents and Provider:</b> balancing personal and caregiving responsibilities ; opportunities for professional growth; provisions for parents; provisions for professional needs	FCCERS-R_PARENT_PROVIDER		
	<b>Personal Care Routines:</b> diapering/toileting; greeting/departing; health practices; meals/snacks; nap/rest; safety practices	FCCERS-R_ROUTINE		
	<b>Program Structure:</b> free play; group time; provisions for children with disabilities; schedule	FCCERS-R_PROGRAM		
	<b>Space and Furnishings:</b> Arrangement of indoor space for child care; display for	FCCERS-R_SPACE		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	children; furniture for routine care, play, and learning; indoor space used for child care; provision for relaxation and comfort, space for privacy			
FCCERS-R Average	FCCERS-R Average scores by subscale	AVG_ACTIVITIES AVG_INTERACTION AVG_LISTENING AVG_PARENT_PROVIDER AVG_ROUTINE AVG_PROGRAM AVG_SPACE	Numeric	
FCCERS-R Reliability	Documentation of whether FCCERS-R observation rating included a check of interrater reliability	FCCERS-R_RELIABILITY	Numeric	Yes; No;
ITERS-R Date Administered	Date of the ITERS-R observation	ITERS-R_DATE	Date	DD/MM/YYYY
ITERS-R Items	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	
	<b>Activities:</b> 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;	ITERS-R_ACTIVITIES		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	staff-child interaction; supervision of play and learning			
	<b>Interaction:</b> supervision of play and learning; peer interaction; staff-child interaction; discipline;			
	<b>Listening and Talking:</b> helping children understand language; using books; helping children use language.	ITERS-R_LISTENING		
	<b>Parents and Staff:</b> 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		
	<b>Personal Care Routines:</b> diapering/toileting; greeting/departing; health practices; meals/snacks; nap; safety practices	ITERS-R_ROUTINES		
	<b>Program Structure:</b> free play; group play activities; provisions for children with disabilities; schedule	ITERS-R_PROGRAM		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<b>Space and Furnishings:</b> display for children; furniture for routine care and play; indoor space; provision for relaxation and comfort; room arrangement	ITERS-R_SPACES		
ITERS-R Average	ITERS-R Average scores by subscale	AVG_ACTIVITIES AVG_LISTENING AVG_PARENTSTAFF AVG_ROUTINES AVG_PROGRAM AVG_SPACES	Numeric	
ITERS-R Reliability	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 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	Classroom demonstrates that the		Numeric	Yes;

Implementing ELG	curriculum incorporates the ELGs and that practices are aligned with early learning goals for children for each of the following age groups			No;
	<ul style="list-style-type: none"> <li>• Infants/toddlers</li> </ul>	CLASSELG_IT		
	<ul style="list-style-type: none"> <li>• Preschoolers</li> </ul>	CLASSELG_P		
	<ul style="list-style-type: none"> <li>• School-age children</li> </ul>	CLASSELG_SAC		

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## PROGRAM SITE LEVEL

### Identification

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Program site ID (A,C,P,Q)	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	
Program site Name (C,P)	The full, legally accepted name of the institution at the program site level.	PROGRAM SITE_NAME	Alphanumeric	
Program site Address (C,N)	<b>Address Street Number and Name:</b> The street number and street name or post office box number of a program site's address.	ADDRESS	Alphanumeric	**Option set for Program site Address-See below
	<b>Apartment Room or Suite Number:</b> The program site's apartment, room, or suite number of an address.	APT		
	<b>Address City:</b> The name of the city in which a program site's address is located.	CITY		
	<b>Address County:</b> The name of the county, parish, borough, or comparable unit (within a state) in which a program site's address is located.	COUNTY		
	<b>Address Postal code:</b> A number that identifies each postal delivery area in the United States used as a portion of a program site's address.	ZIPCODE		
	<b>State Abbreviation:</b> The abbreviation for the state (within the United States) or outlying area in which an address is located.	STATE		

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	<b>Country Code:</b> The unique two character International Organization for Standardization (ISO) code for the country in which an address is located.	COUNTRY		
Program site Address Type (C,N,P)	The type of address listed for an organization.		Numeric	Yes; No;
	• Mailing address	MAILING		
	• Physical address	PHYSICAL		
	• Shipping address	SHIPPING		
Program site Phone (C,P)	The telephone number including the area code, and extension, if applicable.	PRGM_PHONE	Alphanumeric	
Primary Phone Indicator (C,P)	An indication that the telephone number should be used as the contact number for a person or organization.	PRIMARY_PHONE	Numeric	Yes; No;
Beale Code	Federal information processing standards codes are a standardized set of numeric or alphabetic codes issues by the National Institute of Standards and Technology (NIST) to ensure uniform identification of geographic entities through all federal government agencies.	BEALE	Alphanumeric	<a href="http://nces.ed.gov/surveys/ruraled/definitions.asp">http://nces.ed.gov/surveys/ruraled/definitions.asp</a>

**\*\*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 - 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 webprogram site at [www.ceds.ed.gov](http://www.ceds.ed.gov).

### Ages Served

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Under 1 year (N)	Number of children the program site serves (birth through 11 months).	UNDER1YR	Numeric	
1 year old (N)	Number of children the program site serves (12 months through 23 months).	YEAR1	Numeric	
2 years old (N)	Number of children the program site serves (24 months through 35 months).	YEAR2	Numeric	
3 years old (N)	Number of children the program site serves (36 months through 47 months).	YEAR3	Numeric	
4 years old (N)	Number of children the program site serves (48 months through 59 months).	YEAR4	Numeric	
5 years and older (N)	Number of children the program site serves (60 months and older).	YEAR5	Numeric	

### Licensing/Accreditation Information

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Program site Licensing Status (C,Q)	Program site's current licensing status.	LIC_STATUS	Numeric	Unlicensed; Exempt; Licensed;
License Exempt ( C )	The program site is legally exempt from licensing.	LIC_EXEMPT	Numeric	Yes; No;
Initial License Date (C,Q)	The year, month and day on which a program site received its initial license.	LIC_DATE	Date	DD/MM/YYYY
Continuing License Date ( C )	The year, month and day on which a program site received its continuing license.	LIC_RENEWAL	Date	DD/MM/YYYY
Facility Type (Q)	Facility type as defined by Workforce Data Systems Alignment Project.	FAC_TYPE	Numeric	Family child care; Center child care; School-based child care;
Profit Facility (C,N,P)	Program site's for-profit status.	PROFIT	Numeric	For profit facility ; Non-profit facility; Government run facility;
Facility Licensing Status ( C )	The status of the facility license.	FAC_STATE	Numeric	Regulated; Unregulated;
Monitoring Visits (C,Q)	The year, month and day on which the program site received a monitoring visit. A monitoring visit is an onprogram site visit by departmental personnel to a licensed child care program site with the goal of ensuring compliance with	MONITOR_DATE	Date	DD/MM/YYYY

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	licensing regulations. This may include initial licensing determination visits, licensing renewal visits, periodic announced or unannounced visits, and visits made after a complaint.			
Revocations (C,Q)	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 (C,Q)	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 (C,Q)	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
Injuries (C,Q)	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)	Program site's accreditation status.	ACCRED	Numeric	Not accredited; Accreditation in progress ; Accredited;
Accrediting Organization	Program site is accredited by one of the following organizations.	ACCREDORG	Numeric	National Association for the Education of Young Children;

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
(A,C)				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 Management

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Operation Date ( C,N )	The year, month and day on which a program site began operation.	OPERATION_DATE	Date	DD/MM/YYYY
Early Childhood Setting ( C )	The program site or setting in which early childhood care, education, and/or services are provided.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Home-based</li> </ul>	HOMEBASED		
	<ul style="list-style-type: none"> <li>Center-based (including a school setting)</li> </ul>	CENTERBASED		
	<ul style="list-style-type: none"> <li>Center-based for children with special needs</li> </ul>	CENTERSPCNDS		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	• Family child care	FCC		
	• Medical facility-based	MEDICALFACILITY		
	• Multi-setting	MULTISETTING		
	• License-exempt	LICENSEEXEMPT		
	• Other	ECSETTINGOTHER		
Early Childhood Program Type Offered (A,C,P)	Type(s) of early childhood program offered.		Numeric	Yes; No;
	• Head Start	HS		
	• Early Head Start	HS_EARLY		
	• Migrant Head Start	HS_MIGRANT		
	• Tribal Head Start	HS_TRIBAL		
	• Public preschool	PRESCH_PUBLIC		
	• Private preschool	PRESCH_PRIVATE		
	• Licensed family child care home	LFCCH		
	• Preschool special education	PRESCH_SPCNDS		
	• Informal care	INFORMAL		
	• Home visiting	HOME_VISITING		
	• Early Intervention Part C	PARTC		
	• Other	OTHER		
• None	NONE			

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Year Schedule (C,N)	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		
	• Part-day/full-year	PD_FYEAR		
	• Part-day/part-year	PD_PYEAR		
Weeks Available Per Year (C,N)	The number of operating weeks per year the program site is open for children to attend.	WKSPERYR	Numeric	
Days Available Per Week (C,N)	The number of days per week the program site is open for children to attend.	DYSPERWK	Numeric	
Hours Available Per Day (C,N)	The number of hours per day the program site is open for children to attend.	HRSPERDAY	Numeric	
Number of Classrooms (C,N,P)	Total number of classrooms for a program site.	CLASS_N	Numeric	
Number of Full Time Staff (N)	Total number of teaching staff (lead, assistant) that works at this program site full-time and were employed for the full year.	STAFF_FTN	Numeric	
Number of Half	Total number of teaching staff (lead,	STAFF_HTN	Numeric	

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Time Staff (N)	assistant) that work at this program site at least half-time that were employed for the full year.			
Cultural Linguistic Diversity	Description of the program site's cultural and linguistic diversity.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Program site translates written materials into parent's language</li> </ul>	TRANSLATES		
	<ul style="list-style-type: none"> <li>Program site environment includes books, pictures, activities, foods, and music representing different cultures</li> </ul>	CULTURAL_MATERIALS		
	<ul style="list-style-type: none"> <li>Program site has staff that can communicate with parents in their primary language</li> </ul>	COMMUNICATION		
Health Promotion (N)	Description of the program site's health promotion services.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Program site ensures all children are receiving health screenings</li> </ul>	HEALTH_SCREENINGS		
	<ul style="list-style-type: none"> <li>Program site ensures that all children are receiving developmental screenings</li> </ul>	DEVELOP_SCREENINGS		
	<ul style="list-style-type: none"> <li>Program site ensures that all children are receiving immunizations</li> </ul>	IMMUNIZATIONS		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Program site ensures that all children are receiving referrals</li> </ul>	REFERRALS		
	<ul style="list-style-type: none"> <li>Program site uses a health or safety checklist for documentation</li> </ul>	CHECKLISTS		
Assessment Referrals ( C )	Assessment results are used to make referrals.	REFERRALS	Numeric	Yes; No;
Inclusion Activities	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;
	<ul style="list-style-type: none"> <li>Program site serves child with special needs (English language learners, children with disabilities)</li> </ul>	SERVICE_SPCNDS		
	<ul style="list-style-type: none"> <li>Program site uses IEPs to address the special needs of children</li> </ul>	SERVICE_IEPS		
	<ul style="list-style-type: none"> <li>Program site uses ISFPPs to address the special needs of children</li> </ul>	SERVICE_ISFPP		



Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Program site coordinates with specialists to address the special needs of children</li> </ul>	COORDINATE_SPCNDS		
	<ul style="list-style-type: none"> <li>Program site shares results with parents to address the special needs of children</li> </ul>	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"> <li>Staff orientation</li> </ul>	PAS_ORIENTATION		
	<ul style="list-style-type: none"> <li>Supervision and performance appraisal</li> </ul>	PAS_SUPERVISION		
	<ul style="list-style-type: none"> <li>Staff development</li> </ul>	PAS_DEVELOPMENT		
	<ul style="list-style-type: none"> <li>Compensation</li> </ul>	PAS_COMPENSATION		
	<ul style="list-style-type: none"> <li>Benefits</li> </ul>	PAS_BENEFITS		
	<ul style="list-style-type: none"> <li>Staffing patterns and scheduling</li> </ul>	PAS_STAFFING		
	<ul style="list-style-type: none"> <li>Facilities management</li> </ul>	PAS_FACILITIES		
	<ul style="list-style-type: none"> <li>Risk management</li> </ul>	PAS_RISKMGMT		
	<ul style="list-style-type: none"> <li>Internal communications</li> </ul>	PAS_COMMUNICATIONS		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Screening and identification of special needs</li> </ul>	PAS_SPECNDS		
	<ul style="list-style-type: none"> <li>Assessment in support of learning</li> </ul>	PAS_SUPPORT		
	<ul style="list-style-type: none"> <li>Budget planning</li> </ul>	PAS_BUDGET		
	<ul style="list-style-type: none"> <li>Accounting practices</li> </ul>	PAS_ACCOUNTING		
	<ul style="list-style-type: none"> <li>Program evaluation</li> </ul>	PAS_EVALUATION		
	<ul style="list-style-type: none"> <li>Strategic planning</li> </ul>	PAS_PLANNING		
	<ul style="list-style-type: none"> <li>Family communication</li> </ul>	PAS_FAMCOMMUN		
	<ul style="list-style-type: none"> <li>Family support and involvement</li> </ul>	PAS_FAMSUPPORT		
	<ul style="list-style-type: none"> <li>External communications</li> </ul>	PAS_EXCOMMUN		
	<ul style="list-style-type: none"> <li>Community outreach</li> </ul>	PAS_OUTREACH		
	<ul style="list-style-type: none"> <li>Technological resources</li> </ul>	PAS_TECHRES		
	<ul style="list-style-type: none"> <li>Use of technology</li> </ul>	PAS_TECHUSE		
	<ul style="list-style-type: none"> <li>Administrator</li> </ul>	PAS_ADMIN		
	<ul style="list-style-type: none"> <li>Lead teacher</li> </ul>	PAS_LDTEACH		
	<ul style="list-style-type: none"> <li>Teacher</li> </ul>	PAS_TEACH		
<ul style="list-style-type: none"> <li>Apprentice teacher/aide</li> </ul>	PAS_AIDE			
PAS Scale Scores	Scores on the ten subscales of the Program Administration subscales.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Human resources development</li> </ul>	PAS_HUMANRESOURCE		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Personnel cost and allocation</li> </ul>	PAS_PERSONNEL		
	<ul style="list-style-type: none"> <li>Center operations</li> </ul>	PAS_COPERATIONS		
	<ul style="list-style-type: none"> <li>Child assessment</li> </ul>	PAS_ASSESSMENT		
	<ul style="list-style-type: none"> <li>Fiscal management</li> </ul>	PAS_FISCALMAN		
	<ul style="list-style-type: none"> <li>Program planning and evaluation</li> </ul>	PAS_EVALUATION		
	<ul style="list-style-type: none"> <li>Family partnerships</li> </ul>	PAS_FAMILYPART		
	<ul style="list-style-type: none"> <li>Marketing and public relations</li> </ul>	PAS_MARKETING		
	<ul style="list-style-type: none"> <li>Technology</li> </ul>	PAS_TECHNOLOGY		
	<ul style="list-style-type: none"> <li>Staff qualifications</li> </ul>	PAS_STAFFQUALS		

### Workplace Conditions/Policies

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Compensation Policies	Description of program site's policies for compensating staff.	COMPENSATION_POL	Numeric	
	<ul style="list-style-type: none"> <li>Program site has a salary scale for staff;</li> </ul>			
	<ul style="list-style-type: none"> <li>Staff receive money or cash equivalent bonuses;</li> </ul>			

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Staff receive differential shift pay;</li> </ul>			
Benefits Offered (N)	Description of program site's benefits offered to staff.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Paid leave (e.g. sick, vacation, holiday, personal, family, bereavement)</li> </ul>	PAID_LEAVE		
	<ul style="list-style-type: none"> <li>Reduced fee for child care services</li> </ul>	REDUCED_CHILDCARE		
	<ul style="list-style-type: none"> <li>Insurance (e.g. health, life, accident, disability, dental, vision)</li> </ul>	INSURANCE		
	<ul style="list-style-type: none"> <li>Staff have access to tuition reimbursement</li> </ul>	TUITION		
	<ul style="list-style-type: none"> <li>Staff have access to a retirement fund</li> </ul>	RETIREMENT		
	<ul style="list-style-type: none"> <li>Staff have access to cash bonus or equivalent such as a gift card to reward achievements</li> </ul>	BONUS		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Staff have access to flextime which allows work to be completed on a flexible schedule</li> </ul>	FLEXTIME		
Risk Management	Program site's administrative policies.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Risk management plan</li> </ul>	RISK_MGMNT		
	<ul style="list-style-type: none"> <li>Financial records</li> </ul>	RECORDS		
	<ul style="list-style-type: none"> <li>Program administration plan</li> </ul>	ADMIN_PLAN		
	<ul style="list-style-type: none"> <li>Marketing strategy</li> </ul>	MARKETING		
	<ul style="list-style-type: none"> <li>Written program policies</li> </ul>	WRITTEN_POLICIES		
	<ul style="list-style-type: none"> <li>Program self-assessment</li> </ul>	SELFASSESSMENT		
Staff Feedback	Program site's personnel policies.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Collects feedback from staff</li> </ul>	FEEDBACK		
	<ul style="list-style-type: none"> <li>Staff meetings</li> </ul>	MEETINGS		
	<ul style="list-style-type: none"> <li>Annual performance evaluations</li> </ul>	ANNUAL_EVAL		
	<ul style="list-style-type: none"> <li>Staff development</li> </ul>	STAFF_DEVELOP		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	plans			
	<ul style="list-style-type: none"> <li>New staff orientation</li> </ul>	ORIENTATION		

### Funding/Subsidy

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Type of Funding (A,N,P,Q)	Program site receives funding from one of the specified sources.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>Head Start</li> </ul>	HS		
	<ul style="list-style-type: none"> <li>Early Head Start</li> </ul>	HS_EARLY		
	<ul style="list-style-type: none"> <li>Tribal Head Start</li> </ul>	HS_TRIBAL		
	<ul style="list-style-type: none"> <li>Migrant Head Start</li> </ul>	HS_MIGRANT		
	<ul style="list-style-type: none"> <li>State Head Start</li> </ul>	HS_STATE		
	<ul style="list-style-type: none"> <li>IDEA, Part B, section 619</li> </ul>	IDEA_PARTB619		
	<ul style="list-style-type: none"> <li>IDEA, Part C</li> </ul>	IDEA_PART		
	<ul style="list-style-type: none"> <li>Title 1 of Elementary and Secondary Education Act</li> </ul>	TITLE1		
	<ul style="list-style-type: none"> <li>Child Care</li> </ul>	CCDF		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	Development Fund			
	<ul style="list-style-type: none"> <li>Other</li> </ul>	OTHER		
Children Receiving Subsidy (C,N,P,Q)	Number of children receiving a subsidy of any kind.	SUBSIDY_CHILDN	Numeric	
CCDF Termination (C,Q)	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;

### Quality Rating and Improvement System (QRIS)

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
QRIS Availability	A Quality Rating and Improvement System is available in the program site's geographical area.	QRIS_AVAIL	Numeric	Yes; No;
QRIS Eligibility	Program site is eligible to participate in the QRIS	QRIS_ELIGIBLE	Numeric	Yes; No;

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
QRIS Participation History (E,Q)	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 (C,E,Q)	Date QRIS rating awarded.	QRIS_AWARD	Date	DD/MM/YYYY
QRIS Rating Expiration Date (C,E,Q)	Date QRIS rating expires.	QRIS_EXPIRE	Date	DD/MM/YYYY
QRIS Score (A,C,E,Q)	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

## Quality Improvement

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Quality Improvement Participation (E,Q)	Program site participates in an organized federal, state or local quality improvement initiative other than QRIS. A quality	QI_PARTICIPATION	Numeric	Program site has never participated in another QI initiative;

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	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.			Program site previously participated in another QI initiative; Program site currently participates in another QI initiative;
Program site Quality Improvement Plan	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	The year, month, and date that a program site received technical assistance as defined by NAEYC/NACCRRA: <a href="http://www.naeyc.org/GlossaryTraining_TA.pdf">http://www.naeyc.org/GlossaryTraining_TA.pdf</a>	TA_DATE	Date	DD/MM/YYYY
Technical Assistance Received	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: <a href="http://www.naeyc.org/GlossaryTraining_TA.pdf">http://www.naeyc.org/GlossaryTraining_TA.pdf</a>	TA_RECEIVED	Numeric	Yes; No;

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Technical Assistance Type	Type of targeted technical assistance a program site receives as defined by NAEYC/NACCRRA: <a href="http://www.naeyc.org/GlossaryTraining_TA.pdf">http://www.naeyc.org/GlossaryTraining_TA.pdf</a>	TA_TYPE	Numeric	Mentoring; Coaching; Consultation; Professional development advising; Peer-to-peer;
Technical Assistance Focus	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 Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Program administration and management practices</li> </ul>	ADMINISTRATION		
	<ul style="list-style-type: none"> <li>Improving teacher child interactions</li> </ul>	TEACH_INTERACTIONS		
	<ul style="list-style-type: none"> <li>Quality rating and improvement systems</li> </ul>	QRIS		
Technical Assistance Duration	The number of targeted technical assistance hours the program site received.	TA_DURATION	Numeric	
Technical Assistance Delivery Type	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	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	Amount of financial assistance in the following categories:		US Currency	
	<ul style="list-style-type: none"> <li>Grants</li> </ul>	FA_GRANTS		
	<ul style="list-style-type: none"> <li>Bonuses</li> </ul>	FA_BONUS		
	<ul style="list-style-type: none"> <li>Donations</li> </ul>	FA_DONATION		

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Program 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"> <li>• Infants/toddlers</li> </ul>	PROGRAM SITEELG_IT		
	<ul style="list-style-type: none"> <li>• Preschoolers</li> </ul>	PROGRAM SITEELG_P		
	<ul style="list-style-type: none"> <li>• School-age children</li> </ul>	PROGRAM SITEELG_SAC		

### Parent Knowledge/Involvement

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Parent Involvement Activities ( C )	Site engages parents in activities aimed at promoting parent involvement.		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>• Provides each parent with a written handbook</li> </ul>	HANDBOOK		
	<ul style="list-style-type: none"> <li>• Collects feedback from parents that informs program</li> </ul>	PARENT_FEEDBACK		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	content and/or administration			
	<ul style="list-style-type: none"> <li>Provides opportunities to parents to be involved with their children's activities</li> </ul>	PARENT_INVOLVEMENT		
	<ul style="list-style-type: none"> <li>Provides parent training/education /workshops</li> </ul>	PARENT_WORKSHOP		
	<ul style="list-style-type: none"> <li>Holds parent/teacher conferences</li> </ul>	PARENT_CONFERENCE		
	<ul style="list-style-type: none"> <li>Assessment results are shared with parents</li> </ul>	PARENT_ASSESSMENT		
	<ul style="list-style-type: none"> <li>Communicates with parents using a bulletin board</li> </ul>	PARENT_BULLETIN		
	<ul style="list-style-type: none"> <li>Communicates with parents using a newsletter</li> </ul>	PARENT_NEWSLETTER		

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
	<ul style="list-style-type: none"> <li>Communicates with parents using a webprogram site</li> </ul>	PARENT_WEBPROGRAM SITE		
	<ul style="list-style-type: none"> <li>Communicates with parents using email</li> </ul>	PARENT_EMAIL		
	<ul style="list-style-type: none"> <li>Provides transition activities (to center, to classroom, to school)</li> </ul>	PARENT_TRANSITION		
	<ul style="list-style-type: none"> <li>Other</li> </ul>	PARENT_OTHER		

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## ORGANIZATION LEVEL

### Identification

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Organization ID (A,C,P,Q)	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 (A,C,P,Q)	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			
Responsible Organization Name (C,P)	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	

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Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
Multiple Program sites	Type of organization responsible for multiple program sites:		Numeric	Yes; No;
	<ul style="list-style-type: none"> <li>• Head Start/Early Head Start</li> </ul>	MULTIPLE_HS		
	<ul style="list-style-type: none"> <li>• School-based pre-k</li> </ul>	MULTIPLE_PREK		
	<ul style="list-style-type: none"> <li>• Chain of child care centers</li> </ul>	MULTIPLE_CCC		
	<ul style="list-style-type: none"> <li>• Other</li> </ul>	MULTIPLE_OTHER		



## SYSTEM LEVEL

### Quality Rating and Improvement System

Element Name (Reporting Requirement or Data Alignment)	Definition	Field Name	Variable Type	Option Set
QRIS	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 Program site Eligibility	Identifies the program site types that are eligible to participate in the QRIS.	QRIS_ELIGIBILITY	Numeric	Yes; No;
QRIS Levels	Number of quality levels designated in the QRIS.	QRIS_LEVELS	Numeric	Yes; No;

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