



## Optional Tool: CCDF Data Reporting Elements That Can Inform Preprint Responses



This resource provides a crosswalk between selected questions within the federal fiscal year (FFY) 2022–2024 Child Care and Development Fund (CCDF) Plan Preprint and the related elements in other CCDF data reports. Lead Agencies may find this helpful in identifying the data that can inform Preprint responses, as well as aligning data elements across reports submitted to the Office of Child Care.

Lead Agencies are reminded that the reports identified here are submitted across variable time periods. In some cases, Lead Agencies may want to compile and analyze data across multiple reports. This resource is provided for informational purposes only and is not required for Plan development.

Question Number	Question	Report	Elements
1.5.1	Does the Lead Agency choose to combine funding for CCDF services for any required early childhood program?	ACF 800	<p>Element 12: Is this ACF-800 report based on pooled CCDF and non-CCDF funds?</p> <p>Element 13: If this report is based on pooled CCDF and non-CCDF funds, what is the percent of funds which are CCDF?</p> <p>Element 14: If this report is based on pooled CCDF and non-CCDF funds, please indicate which non-CCDF funds are included in the pool.</p>
1.5.2	Which of the following funds does the Lead Agency intend to use to meet the CCDF matching and MOE requirements described in 98.55(e) and 98.55(h)?	ACF 800	<p>Element 3: Does the State use public pre-kindergarten expenditures on CCDF eligible children to meet the CCDF Match or MOE requirement?</p> <p>Element 4: Indicate the estimated number of CCDF eligible children receiving public pre-kindergarten services for which CCDF Match or MOE is claimed.</p>

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2	Promote Family Engagement through Outreach and Consumer Education	ACF 800	Element 9a: Estimated number of families that received consumer education Element 9b: Explanation of methodology for calculating the number of families
2.3.2	Describe how the website ensures the widest possible access to services for families that speak languages other than English (98.33 (a)).	ACF 801	Element 16d: Primary Language Spoken at Home
2.3.8	The aggregate number of serious injuries, deaths, and instances of substantiated abuse in child care must include information about any child in the care of a provider eligible to receive CCDF, not just children receiving subsidies.	ACF 800	Element 2a: Report the total number of child fatalities that occurred as the result of an accident or injury while the child was in the care and facility of a child care provider that received subsidy payments.
2.4.2	How does the Lead Agency provide the required information about the following programs and benefits to the parents of eligible children, the general public, and where applicable, providers.	ACF 801	Family Income Sources: Element 11: Cash or Other Assistance Under Title IV of the Social Security Act Element 13: Housing Voucher or Cash Assistance Element 14: Supplemental Nutrition Assistance Program Element 15: Other Federal Cash Income Programs
3.1.1	Eligibility criteria based on a child's age	ACF 801	Element 25: Year/Month of Birth
3.1.2	Eligibility criteria based on reason for care	ACF 801	Element 6: Reason for Receiving Subsidized Child Care
3.1.3	Eligibility criteria based on family income	ACF 801	Element 9: Total Monthly Income

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3.2.1	Provide the CCDF copayments according to family size for one child in care.	ACF 801	Element 7: Total Monthly Child Care Copayment by Family
3.3.2	Identify how the Lead Agencies will prioritize or target child care services for children with special needs, families with very low incomes, children experiencing homelessness, and for families receiving TANF program funds.	ACF 801	Element 16a: Family Homeless Status
4.1.2	Identify how the parent is informed that the child certificate allows the option to choose from a variety of child care categories, such as private, not-for-profit, faith-based providers; centers; FCC homes; or in-home providers.	ACF 800	Element 6: Number of children receiving child care services through certificates (to parents, to parents and providers, or to providers) and/or cash  Element 7: Of the children served through certificates, number of children served through cash payments directly to parents
4.1.3	Describe how parents have access to the full choice of providers. (Previously 4.4.1 a.)	ACF 800	Element 8: Number of child care providers receiving CCDF funding by type of care
		ACF 801	Element 26: Type of Child Care
		QPR	Question 1.1: Enter the total number of child care providers that operated in the state/territory as of September 30 of the last federal fiscal year.
4.1.6	Child care services available through grants or contracts	ACF 800	Element 5: Number of children served through grants or contracts with providers
4.3.3	Check and describe the types of tiered reimbursement or differential rates, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, at a minimum, indicate the process and basis used	QPR	4.11: Did the state/territory provide higher subsidy rates related to the QRIS or other quality rating systems?

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	for determining the tiered rates, including if the rates were based on the MRS and/or an alternative methodology, and the amount of the rate.		
4.3.4	Establishment of adequate payment rates	ACF 801	Element 27: Total Monthly Amount Paid to Provider
5.3.13	Provide the number of hours of ongoing training required annually, for eligible CCDF providers in the following settings.	QPR	7.2: Check if pre-service/ongoing (or both) training is provided to child care staff on licensing standards, ongoing health and safety training or education or monitoring protocols.
6.1.1	Each state or territory must describe their professional development framework for training, professional development, and post-secondary education for caregivers, teachers, and directors, which is developed in consultation with the State Advisory Council on Early Childhood Education and Care or similar coordinating body. The framework should include these components: (1) professional standards and competencies, (2) career pathways, (3) advisory structures, (4) articulation, (5) workforce information, and (6) financing (98.44(a)(3)). Flexibility is provided on the strategies, breadth, and depth with which states and territories will develop and implement their framework.	QPR	2.1: State/Territory Progression of Professional Development
6.3.1	Describe how the state/territory funds the training and professional development of the child care workforce.	QPR	2.2: What supports did the state/territory make available to teachers/providers to help them progress in their education and professional pathway? How many people received each type of support?

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			<p>2.3: Did the state/territory have other initiatives available to support professional development and the workforce?</p> <p>2.10: Did the state/territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce?</p>
6.3.2	Describe the measurable indicators of progress relevant to this use of funds that a state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.	QPR	2.4–2.9: Report on the number of staff by qualification level.
6.4.1	The state/territory's early learning and developmental guidelines address the following requirements.	QPR	3.1: Describe any changes or updates to the state or territory's early learning and development guidelines.
7.1.2	Describe the findings of the assessment and if any overarching goals for quality improvement were identified.	QPR	1.2: Goals for Quality Improvement
7.2.1	Check the quality improvement activities in which the state/territory is investing.	QPR	<p>2.10.1: Did the state/territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce?</p> <p>2.10.2: Did the state/territory use other non-CCDF funds to support the training and professional development of the child care workforce?</p> <p>3.2.1: Did the state/territory spend CCDF quality set aside funds on the development or implementation of early learning and development guidelines?</p> <p>3.2.2: Did the state/territory spend non-CCDF quality set aside funds on the development or implementation of early learning and development guidelines?</p>

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			<p>4.12.1: Did the state or territory use CCDF quality set aside funds to support QRIS?</p> <p>4.12.2: Did the state or territory use other non-CCDF funds to support QRIS?</p> <p>5.7.1: Did the state or territory use CCDF quality set aside funds in addition to the 3% infant and toddler set aside to improve the supply and quality of child care programs and services for infants and toddlers?</p> <p>5.7.2: Did the state or territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers?</p> <p>6.1: Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral?</p> <p>6.3.1: Did the state or territory use CCDF quality set aside funds to establish or expand a statewide CCR&amp;R?</p> <p>6.3.2: Did the state or territory use other non-CCDF funds to establish or expand a statewide CCR&amp;R?</p> <p>7.5.1: Did the state or territory spend CCDF quality set aside funds on facilitating compliance with state/territory requirements for inspections, monitoring, health and safety standards and training, and licensing standards?</p> <p>7.5.2: Did the state or territory use other non-CCDF quality set aside funds on facilitating compliance with state/territory requirements for inspections, monitoring, health and safety standards and training, and licensing standards?</p> <p>8.3.1: Did the state or territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during the last federal fiscal year?</p> <p>8.3.2: Did the state or territory use other non-CCDF funds to evaluate the quality of child care programs, practice, or child development?</p>

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			<p>9.2.1: Did the state or territory spend CCDF quality set aside funds on accreditation?</p> <p>9.2.2: Did the state or territory use other non-CCDF funds to support accreditation?</p> <p>10.2.1: Did the state or territory spend CCDF quality set aside funds on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development?</p> <p>10.2.2: Did the state or territory use other non-CCDF funds to support the development or adoption of high-quality program standards?</p> <p>11.2.1: Did the state or territory spend CCDF quality set aside funds on other activities to improve the quality of child care?</p> <p>11.2.2: Did the state or territory use other non-CCDF funds to improve the quality of child care?</p>
		ACF 696	Element 1(b): Expenditures for quality activities excluding infant and toddler quality activities
7.3.1	Does your state/territory have a quality rating and improvement system?	QPR	4.1: Did the status of your state/territory quality rating and improvement system change?
7.3.2	Indicate how providers participate in the state or territory's QRIS.	QPR	<p>4.2: Did the types of providers included in the state/territory QRIS change?</p> <p>4.3: Is participation in the state/territory QRIS mandatory for providers?</p>
		ACF 801	<p>Element 33: QRIS Participation</p> <p>Element 34: QRIS Rating</p>

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7.3.4	Do the state/territory’s quality standards build on its licensing requirements and other regulatory requirements?	QPR	7.1: Has the state/territory aligned health and safety standards with Caring for Our Children Basics, Head Start, or State pre-k?
7.3.5	Does the state/territory provide financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services that are provided through the QRIS?	QPR	4.8: Did the state/territory provide one-time grants, awards, or bonuses connected to QRIS?  4.9: Did the state/territory provide ongoing or periodic quality stipends connected to QRIS?  4.10: Did the state/territory provide ongoing technical assistance related to the QRIS?
7.3.6	Describe the measurable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.	QPR	4.4: Enter the number of programs that met the state's high-quality definition.  4.5: Enter the number of CCDF children in high-quality care by age grouping.  4.6: Provide the percentage of CCDF children in high-quality care by age grouping.  4.7: Provide the number of programs that participated in the state/territory's QRIS.  4.13: Describe the measures used and progress made.
7.4.2	Describe the measurable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services for infants and toddlers within the state/territory and the data on the extent to which the state or territory has met these measures.	QPR	5.1: Provide the total number of state-funded infant and toddler specialists available to providers.  5.2: Provide the number of professionals receiving any state-funded onsite coaching in infant and toddler practice.  5.3: What percentage of the professionals listed in 5.2 serve CCDF children?



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			<p>5.4: Provide the total number of state-funded infant and toddler health consultants.</p> <p>5.5: Did the state/territory conduct an analysis of supply and demand for infant/toddler slots?</p> <p>5.6: Provide the number of staffed FCC networks supported by the CCDF funds.</p> <p>5.8: Describe the measure used and progress made to improve the supply and quality of infant/toddler care.</p>
		ACF 696	Element 1c: Expenditures for Infant/Toddler Quality Activities
7.5.2	Describe the measurable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.	QPR	6.4: Describe the measures used and progress made during the last year.
7.6.1	What activities does your state/territory fund with CCDF quality funds to facilitate child care providers' compliance with state/territory requirements for inspection, monitoring, training, and health and safety and with state/territory licensing standards?	QPR	7.4: How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as result of an inspection)?
7.6.3	Describe the measurable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in	QPR	7.6: Describe the measures used and progress made during the last federal fiscal year.

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	improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.		
7.7.1	Does the state/territory measure the quality and effectiveness of child care programs and services currently being offered, including any tools used to measure child, family, teacher, classroom, or provider improvements, and how the state/territory evaluates how those tools positively impact children.	QPR	8.1: What assessment tools did the state/territory use in center-based programs?  8.2: What assessment tool did the state/territory use to measure quality of program and effective practice in family child care programs?
7.7.2	Describe the measurable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.	QPR	8.4: Describe the measures used and progress made during the last federal fiscal year.
7.8.1	Does the state/territory support child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high quality?	ACF 801	Element 35: Accreditation Status
7.8.2	Describe the measurable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on	QPR	9.1: How many providers did the state or territory support in their pursuit of accreditation?  9.3: Describe the measures used and progress made this federal fiscal year.

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	the extent to which the state or territory has met these measures.		
7.9.1	Describe how the state/territory supports state/territory or local efforts to develop or adopt high-quality program standards, including standards for infants and toddlers, preschoolers, and/or school-age children.	ACF 801	Element 36: Provider is subject to State Pre-K Standards Element 37: Other State-Defined Quality Measures Element 38: Provider is subject to Head Start or Early Head Start Standards
		QPR	10.1: Does the state/territory have quality improvement standards that include indicators beyond what is required for licensing? 10.1.2: If yes, check which indicators the state/territory has established.
7.9.2	Describe the measurable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.	QPR	10.3: Describe the measures used and progress made during the last fiscal year.
7.10.1	List and describe any other activities that the state/territory provides to improve the quality of child care services, which may include consumer and provider education activities, and describe the measurable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving provider preparedness, child safety, child well-being, or kindergarten entry and the	QPR	11.1: Describe the measures used and progress made during the last fiscal year.

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	data on the extent to which the state or territory has met these measures.		
8.1.2	Check and describe the processes that the Lead Agency will use to identify risk in their CCDF program (98.68(a)(2)). Check all that apply.	ACF 404	Part II: Error Measures Reporting
8.1.6	Check and describe all activities that the Lead Agency uses to investigate and recover improper payments due to fraud, unintentional program violations, and agency errors.	ACF 404	Part III: State Response to Error-Measures Findings  Item #21A, #21B  Item #22, #23, #24  Item #25