



Using the Common Education Data Standards (CEDS) to Answer STEP Forward with Data Framework Questions

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Table of Contents

Acknowledgements.....	ii
Introduction.....	1
STEP Forward with Data Framework and CEDS Alignment.....	4
CEDS structure	7
Putting It Into Action: Examples of Answering STEP Forward with Data Framework Questions Using CEDS	8
Scenario 1: Consistent attendance	8
Scenario 2: Enrollment in high-quality preschool programs	9
Elements for Disaggregation.....	11
Implementation Considerations	12
Conclusion.....	13
Appendix A. CEDS Elements That can be Used to Answer STEP Forward with Data Framework Essential Question Metrics.....	14

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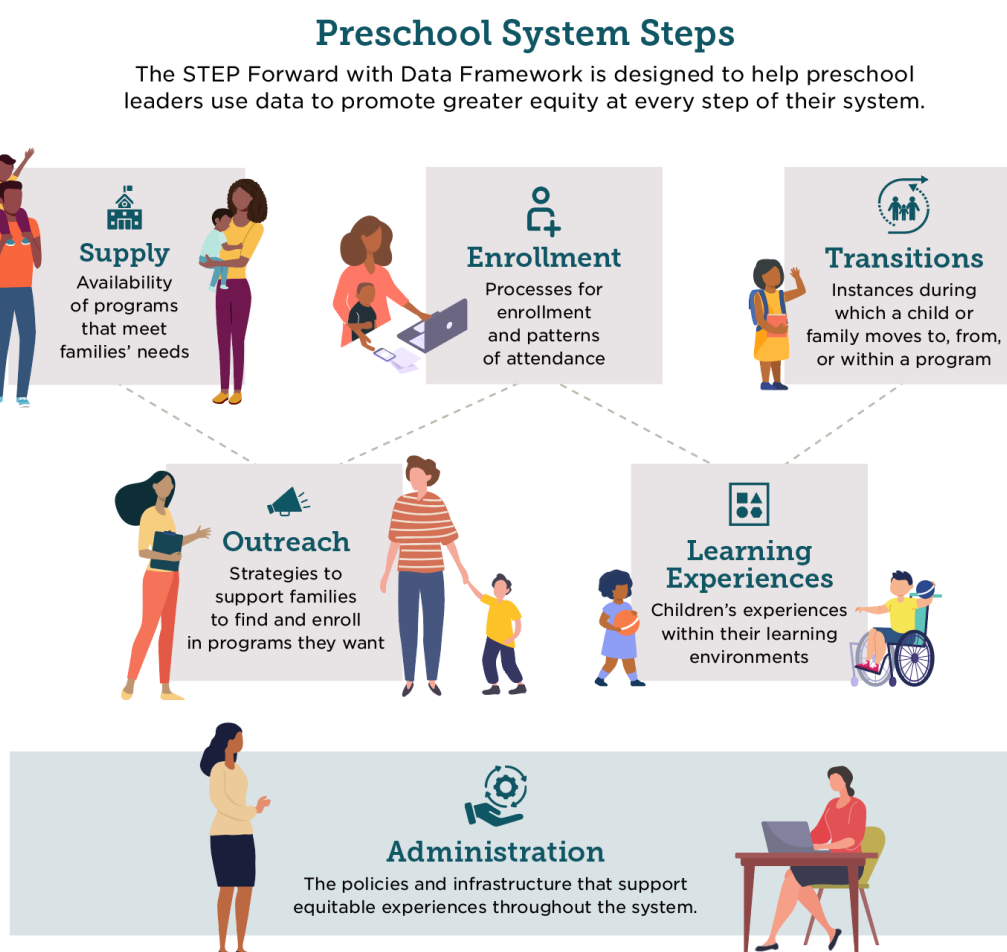
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Introduction

The System Transformation for Equitable Preschools (STEP Forward with Data) Framework is a tool to guide preschool system leaders in examining the experiences of children, families, and workforce members in publicly funded programs for 3- and 4-year-olds. Although the Framework is designed for preschool system leaders who administer and oversee publicly available preschool programs, the Framework's components are applicable for use in settings in the broader early childhood system. The Framework is designed to help preschool system leaders use data to understand successes and challenges as families search for and enroll in preschool programs; as they interact with preschool learning environments; and as children transition to, from, or across preschool environments. The Framework identifies six preschool system steps (supply, outreach, enrollment, learning experiences, transitions, and administration) in which a child, family, or workforce member may face unjust or unfair differences in treatment, access, opportunities, or outcomes experienced. The system steps can help preschool leaders identify policy priorities to address these inequities. The Framework includes 20 essential questions and associated metrics that can be answered using data the preschool system already collects and includes suggested ways to collect additional information when existing data are not available.

Figure 1. STEP Forward with Data Framework steps



The use of **data standards can help address challenges such as data silos and disparities in data usage** within preschool settings as well as across the broader early care and education (ECE) system. As children and families move throughout the early childhood system, information about their characteristics, experiences, and the services they receive is collected and entered into data systems in a specific format.

For example, a 4-year-old child participating in a state-funded preschool program administered through a human services agency may also be enrolled in special education preschool services for children with disabilities through the Individuals with Disabilities Education Act (IDEA) Part B, Section 619 administered by a state education agency. This child may continue receiving support services through Part B as they transition to kindergarten. In this example, information about this child and their family has been collected by a state human services agency and a state education agency, each collecting similar data that allow for the delivery and improvement of services provided to families. However, each program and agency may hold information about the children and families they serve in isolated data systems.

To better understand the experiences and outcomes of the children and families they serve, preschool systems need a comprehensive set of information inclusive of the ECE services with which children and families interact. Sharing those data across programs and agencies in a systematic way requires preschool systems to consider implementing data standards. Data standards are a set of rules and common vocabulary that guide data collection and formatting to facilitate data use. By establishing standardized data practices, preschool systems can more easily share and link data across ECE programs. This allows educators, administrators, and policymakers to use data for targeted interventions and improved child outcomes as well as improved experiences and preschool conditions for children, families, and workforce members.

Additionally, **data standards can serve as a common vocabulary within a program** to help preschool system leaders identify which of their data could be used to answer specific essential questions and associated metrics within the Framework. For instance, a preschool administrator might be interested in understanding how their preschool system supports children who speak a language other than English but may not be sure which data elements can be used to address questions related to the experiences of these children. In this example, data standards provide guidance on which languages to collect data on, how each language can be coded for analysis, or how to address indications of the child's primary language and the languages spoken in the child's home. By aligning programmatic data to commonly used data standards, preschool leaders can identify which information to obtain to answer questions and associated metrics of interest.

The STEP Forward with Data Framework does not specify standards for data elements that could be used to answer the metrics associated with the essential questions. However, there are resources with recommended data standards that can guide data collection outlined in the Framework. These include the Common Education Data Standards,¹ the Head Start Program Information Report Data Elements,² the IDEA

Data Standards

What data standards are:

Data standards are a set of rules and common vocabulary that can guide data collection and formatting to facilitate data use within and across programs.

What data standards are not:

Data standards provide guidance on technical specifications but are *not* prescriptive and *do not* include guidance on data collection tools or measurement.

Part 618 Data Elements Checklist,³ the INQUIRE Data Toolkit,⁴ and the core data elements of the National Workforce Registry Alliance (NWRA).⁵ This document highlights how one of those recommended sets of standards, the [Common Education Data Standards \(CEDS\)](#), can be used to answer questions within the Framework. CEDS provides guidance on how education-related data can be structured and described to have a standardized and consistent way to collect, analyze, and share information.⁶ CEDS has been implemented by many state education agencies to standardize data collection and analysis within preschool through 12th grade data systems and beyond.⁷ These standards have an early learning domain that includes elements pertaining to program functions, classroom characteristics, the early childhood workforce, and child- and family-level characteristics.⁸ More information on the history and development of CEDS can be found on the [U.S. Department of Education’s CEDS website](#).

Using the Framework in conjunction with CEDS can help preschool leaders identify and leverage standardized data they already collect to answer the essential questions within the Framework. Preschool systems embedded in state public education agencies with preschool-to-workforce longitudinal (P-20) data systems may already use CEDS to standardize their preschool data. While some Framework users may be familiar with CEDS, users do not have to have experience with CEDS to use this crosswalk. CEDS can be used to build data infrastructure and plan data collection. CEDS is used here as an example of how data standardization can help preschool system leaders answer the Framework’s essential questions. This resource crosswalks the current CEDS data standards (version 12) with suggested metrics from the Framework, highlighting which of the Framework’s essential questions and associated metrics can be answered with data standardized with CEDS.

This resource is organized into four sections:

1. [STEP Forward with Data Framework and CEDS alignment](#). This section discusses the Framework’s essential questions and whether the associated metrics for each question can be answered with data aligned to CEDS.
2. [Putting it into action: Examples of using CEDS with the STEP Forward with Data Framework](#). This section provides two sample scenarios that walk through how preschool system leaders might use data standardized to CEDS to answer questions of interest within the Framework. Each scenario presents one of the Framework’s essential questions, along with the associated recommended metrics, suggested measurements, and aligned CEDS elements.
3. [Elements for Disaggregation](#): This section discusses the importance of data disaggregation, especially for analyzing the experiences of focal populations recommended by the Framework, and describes elements that can be used to disaggregate data.
4. [Implementation considerations](#). This section discusses considerations for implementation when using CEDS elements mapped onto the Framework.

Appendix A displays the full list of essential questions from the STEP Forward with Data Framework, associated metrics, and suggested measurements, along with the aligned CEDS elements that could be used

Resources with Recommended Early Childhood Data Standards

[Head Start Program Information Report \(PIR\) Data Elements](#): Lays out expectations and definitions for data collection for Head Start agencies in a report submitted annually to the Administration for Children and Families. ([Alignment to CEDS](#))

[IDEA Part 618 Data Elements Checklist](#): Details data elements and values required of state education agencies for federal reporting on services provided to children ages 3 and older through the Individuals with Disabilities Education Act (IDEA). ([Alignment to CEDS](#))

[INQUIRE Data Toolkit](#): Includes a data dictionary of standardized early care and education data elements that can be used to fulfill multiple federal reporting requirements and answer policy questions. ([Alignment to CEDS](#))


[National Workforce Registry Alliance Core Data Elements](#): Establishes data standards that can be used by early childhood workforce registries to develop data collection and build data systems.


to answer them, if applicable. It also specifies whether additional data are needed to fully answer the metric. All CEDS elements in the Appendix are hyperlinked to their corresponding CEDS webpage, which defines each element and details option sets, data types, and suggested coding.

STEP Forward with Data Framework and CEDS Alignment


Table 1 below presents the Framework questions for each system step and associated metrics that can be answered using data standardized to CEDS elements. Metrics that have no suggested measures that can be answered with data standardized to CEDS elements are not included in the table. Appendix A includes additional information about each of these essential questions and associated metrics, including identifying the specific CEDS elements aligned to each metric and suggested measurement. Appendix A also includes information on metrics and suggested measurements that cannot be answered with data standardized to CEDS elements.


Table 1. STEP Forward with Data Framework essential questions by system step and recommended metrics that can be answered with CEDS elements

 Supply Step	
Essential question	Recommended metric
1. Does the existing supply meet the needs of families from focal populations?	Preschool system has enough preschool openings for the number of children who want to attend preschool, especially those from focal populations.*
	Percentage of children from focal populations who are on a waitlist for at least one preschool program.*
	Percentage of families from focal populations who were able to enroll in their preferred preschool program.*
	Percentage of families from focal populations who report being able to afford to enroll their children in their preschool program.
	Percentage of children from focal populations who did not experience a change in teacher/provider during the program, school, or calendar year.
	Percentage of workforce members who are fluent in the language spoken by the children they serve.
	Percentage of program sites that support a language other than English.
	Percentage of program sites where children with a disability or developmental delay are enrolled in which workforce members have early childhood special education training or experience working with children with special needs.
	Percentage of workforce members who have early childhood education endorsements, certification or training, or experience working with preschool age children.
	Percentage of program sites that meet Quality Rating and Improvement Systems (QRIS) state benchmarks of quality.
	Percentage of program sites that offer transportation services between child's home and preschool site.
Percentage of available full-time slots (i.e., available six hours per day for five days per week).	


 Supply Step	
Essential question	Recommended metric
	Percentage of programs that provide before- and after-school programming.

*Requires broader population data, such as Census data, that may not be collected within preschool data systems.

 Outreach Step	
Essential question	Recommended metric
2. Do outreach methods improve knowledge and understanding of program options among families from focal populations?	Percentage of programs that use more than one outreach strategy to inform families from focal populations about preschool options.

 Enrollment Step	
Essential question	Recommended metric
4. Do enrollment procedures help families from focal populations attend programs they want?	Percentage of programs that offer multiple ways for families to verify their child's eligibility for enrollment.
5. Are children from focal populations enrolled proportionate to or higher than their representation in the community?	Percentage of eligible 3- and 4-year-olds enrolled in public preschool from focal populations.*
6. Are children from focal populations enrolled in programs rated as high-quality proportionate to their representation in the system?	Percentage of preschool-aged children from focal populations enrolled in high-quality preschool.*
7. Do children from focal populations have consistent attendance?	Average length of enrollment for children from focal populations.
	Average number of days children from focal populations were present in preschool.
	Percentage of enrolled preschool children from focal populations who are present for more than 90 percent of their enrolled days, excluding children enrolled for less than three months.

*Requires broader population data, such as Census data, that may not be collected within preschool data systems.

 Learning Experiences Step	
Essential question	Recommended metric
8. Are identities of children from focal populations and families reflected in programs?	Percentage of program sites where children from focal populations are exposed to staff in their program who reflect their own identities.
9. Do workforce members receive training in supporting the needs of children from focal populations and families?	Percentage of workforce members who receive training in culturally responsive instruction, especially to understand a child's developmental progress to inform instruction.



Learning Experiences Step

Essential question	Recommended metric
	Percentage of workforce members who receive training on trauma-informed care or responsiveness.
	Percentage of workforce members who receive training on reducing or eliminating bias in their work.
10. Do children from focal populations receive positive behavior supports?	Percentage of workforce members that demonstrate high-quality instructional practices and interactions with children.
	Percentage of children who do not experience any of the following: in-school suspensions, out-of-school suspensions, disciplinary use of restraint and seclusion, or expulsions.
11. Do children from focal populations have the learning accommodations they need?	Percentage of children from focal populations who are screened for learning accommodations.
	Percentage of children from focal populations who have an identified need for a learning accommodation.
	Percentage of children from focal populations who have a learning accommodation provided to them in an inclusive setting.
	Percentage of children from focal populations with identified health or developmental concerns as identified by a developmental screening tool.
	Percentage of children from focal populations with identified concerns who are connected to services.
	Percentage of children from focal populations who can fully participate in learning activities.
12. Does the program offer or connect families from focal populations with whole family services?	Percentage of programs offering health, mental health, and social services in-house, including staff or consultants providing infant and early childhood mental health consultation (IECMHC) services.
	Percentage of programs that provide referrals to families from focal populations about whole family services.
14. Are facilities structured and maintained to support the well-being of children from focal populations?	Percentage of program sites that have the infrastructure necessary to support student learning, in systems where focal populations make up at least half of the student population.
	Percentage of program sites that ensure the safety and security of children and workforce members, in programs where focal populations make up at least half of the student population.
	Percentage of program sites that meet children and workforce members' health and hygienic needs, in programs where focal populations make up at least half of the student population.



Transitions Step

Essential question	Recommended metric
15. Do transition activities meet the needs of families from focal populations?	Percentage of programs that minimize the number of transitions when supporting children with learning accommodations.
16. Are children from focal populations reaching developmental and learning milestones when transitioning to kindergarten?	Percentage of children from focal populations meeting benchmarks across all developmental domains (language/literacy; cognition; social emotional development; approaches to learning; and physical development).



Administration Step

Essential question	Recommended metric
17. Are families from focal populations and workforce members engaged in shared leadership?	Percentage of preschool systems leadership and management that identify as members of focal populations.
18. Are there funding mechanisms to support equitable experiences for children, families, and workforce members?	Percentage of system-level funding that is allocated to equity-focused activities targeted for children, families, and/or workforce members from focal populations.
	Percentage of programs that have a funding mechanism for allocating funds to be spent on identified needs for children, families, and workforce members from focal populations.
20. Are there mechanisms to support equitable experiences for workforce members from focal populations?	Number of professional development opportunities the preschool system offers that are intentionally tailored to workforce members from focal populations to support their unique needs.
	Workforce members from focal populations earn wages comparable to the overall population of preschool workforce members.
	Workforce members from focal populations have retention rates comparable to the overall population of preschool workforce members.
	Percentage of workforce members from focal populations who receive benefits comparable to that of the overall preschool workforce population.

CEDS structure

Each CEDS element includes:

- **Element definition** - A narrative description of the data element
- **Option set** - List of acceptable values for elements with categorical options.
- **Option set item definition** - Description of each option set item
- **Coding suggestion** - Information on how each option set item should be coded for data collection and storage.

Figure 2 below is an example of the CEDS element structure for the “Early Childhood Setting” element. The option set lists which settings could be included to identify the setting of the early childhood program or organization. In this example, the option set items are home based, community based, center based, center based for children with special needs, family child care home, multi-setting, and locally designed. CEDS elements related to dates, numbers, or monetary amounts do not include option sets.

Figure 2. CEDS element description example (Early Childhood Setting)

Element Details <small>(press 'ESC' key to close)</small>		
Early Childhood Setting		
Definition		
The site or setting in which early childhood care, education, and/or services are provided.		
Option Set		
Description	Definition	Code
Home-based (Child's Home)	Home-based (Child's Home) is the site or setting in which early childhood care, education, and/or services are provided.	HomeBased
Community-based (outside the child's home)	Community-based (outside the child's home) is the site or setting in which early childhood care, education, and/or services are provided.	CommunityBased
Center-based (including a school setting)	Center-based (including a school setting) is the site or setting in which early childhood care, education, and/or services are provided.	CenterBased
Center-based for children with special needs	Center-based for children with special needs is the site or setting in which early childhood care, education, and/or services are provided.	CenterBasedSpecial
Family Child Care Home (Provider's Home)	Family Child Care Home (Provider's Home) is the site or setting in which early childhood care, education, and/or services are provided.	FamilyChildCare
Multi-setting	Multi-setting is the site or setting in which early childhood care, education, and/or services are provided.	MultiSetting
Locally designed	Locally designed is the site or setting in which early childhood care, education, and/or services are provided.	LocallyDesigned

Source: Common Education Data Standards. <https://ceds.ed.gov/element/000356>

Putting It Into Action: Examples of Answering STEP Forward with Data Framework Questions Using CEDS

Scenario 1: Consistent attendance

Administrator Bob oversees a school district that is interested in understanding potential demographic differences in attendance across its preschool programs. He is particularly focused on analyzing attendance patterns for children with disabilities and is interested in using the STEP Forward with Data Framework (Enrollment step, essential question 7: *Do children from focal populations have consistent attendance?*) to address this focus. His school district already uses CEDS and he wants to know if there are elements within CEDS that can be used to answer essential question 7 and the three associated metrics from the Framework.

In this scenario, Administrator Bob can fully answer all three recommended metrics associated with question 7 in the Framework using data elements aligned with CEDS. Table 4 shows the data elements in CEDS that he can use to answer each of the three recommended metrics. Administrator Bob can then use the “Deep Dive” section of the enrollment step within the STEP Forward with Data Framework to identify which administrative data source(s) to pull data from for each metric associated with question 7.

Table 2. CEDS elements to answer enrollment question 7: Do children from focal populations have consistent attendance?

STEP Forward with Data Framework Metric	STEP Forward with Data Framework Measurement	CEDS Elements Needed	How to Measure
Average length of enrollment for children from focal populations	The average number of months per year children are enrolled in preschool	<ul style="list-style-type: none"> Child Identifier Program identifier Enrollment Entry Date Enrollment Exit Date Disability Status 	Take the difference between the Enrollment Entry Date and Enrollment Exit Date for all children with a Disability Status of “Yes” indicated from the element option set. Total the date difference for all children with disabilities and divide by the total number of children with disabilities. Use the elements Child Identifier and Program Identifier to check data for children with multiple enrollments during the program/school year.
Average number of days children from focal populations were present in preschool	The average number of days children are present during the enrollment period	<ul style="list-style-type: none"> Child Identifier Program identifier Number of Days in Attendance Disability Status 	Total the Number of Days in Attendance during the program/school year for each child with a Disability Status of “Yes” indicated from the element option set and divide by the total number of children with a Disability Status of “Yes.”
The number of children from focal populations who were present for at least 90 percent of their enrolled days divided by the total number of children from focal populations enrolled in preschool	Percentage of enrolled preschool children from focal populations who are present for more than 90 percent of their enrolled days, excluding children enrolled for less than three months.	<ul style="list-style-type: none"> Child Identifier Program identifier Number of Days in Attendance Enrollment Entry Date Enrollment Exit Date Disability Status 	Take the percentages calculated for the metric above and filter for percent values of 90% or greater. Count the number of unique Child Identifiers to obtain the number of children with attendance rates of 90% or greater. Use the elements Child Identifier and Program Identifier to check data for children with multiple enrollments during the program/school year. Use the elements Enrollment Start Date and Enrollment Exit Date to exclude children enrolled for less than three months.

Scenario 2: Enrollment in high-quality preschool programs

Administrator Maria oversees a statewide subsidized mixed-delivery preschool program for low-income families which is housed within the state Department of Education. She wants to learn whether there are trends in enrollment in school, center based, and home based high-quality preschool programs among children experiencing poverty compared to the overall population of preschool-age children experiencing poverty in each county. Administrator Maria plans to use the STEP Forward with Data Framework to gain insights into the experiences of children and families who are facing poverty and navigating the preschool system using essential question 6 (*Are children from focal populations enrolled in programs rated as high-quality proportionate to their representation in the system?*) as a starting point. The state Department of Education has standardized their data collection using CEDS, including for their preschool program. Administrator Maria plans to leverage existing data collected on families and children participating in the subsidized preschool program.

In this scenario, Administrator Maria will need to first ensure that information collected follows the same format for school based, center based, and home based programs and then combine administrative data from their subsidized preschool program with external data, such as Census data, on all children experiencing poverty in the state to answer the recommended metrics for essential question 6. Table 5 details the data collected by the state aligned with CEDS as well as the additional sources of information Administrator Maria will need to answer the metrics associated with essential question 6. Administrator Maria can use the “[Deep Dive](#)” section of the enrollment step within the Framework to identify potential data sources for each metric.

Table 3. CEDS elements to answer enrollment question 6: Are children from focal populations enrolled in programs rated as high-quality proportionate to their representation in the system?

Metric	Measurement	CEDS Elements Needed	Additional Information Needed	How to Measure
Percentage of preschool-aged children from focal populations enrolled in high-quality preschool.	The number of children from focal populations who are enrolled in program sites considered high-quality divided by the total number of children from focal populations	<ul style="list-style-type: none"> • Child Identifier • Birthdate • Program Identifier • Organization Identifier • QRIS Participation • QRIS Score • Quality Initiative Participation • Quality Initiative Score Level • Address County Name • Family Income • Number of People in Family 	<p>Number of 3-4-year-old children from focal populations in the community experiencing poverty (example data source: Current Population Survey/US Census Bureau)</p> <p>Federal poverty guidelines (example data source: U.S. Department of Health and Human Services)</p>	<p>Identify high-quality programs by using the QRIS Participation (or Quality Initiative Participation) and QRIS Score (or Quality Initiative Score Level) elements. QRIS Participation identifies programs or organizations that participate in QRIS. QRIS Score can be used to determine level of quality based on state definition of high-quality preschool.</p> <p>Identify and count the number of children experiencing poverty by using the Family Income and Number of People in Family elements. Use information of federal poverty guidelines to determine which families/children are experiencing poverty.</p> <p>Determine which children are enrolled in the high-quality preschool programs identified.</p> <p>Determine which counties children reside in by using the Address County Name element.</p> <p>Divide by the total number of 3-4-year-old children experiencing poverty in each county using publicly available data.</p>

Elements for Disaggregation

The Framework emphasizes the need to disaggregate data for populations that have typically experienced inequities in the preschool system, which are referred to as focal populations. Framework users can select their focal populations based on their community and state needs. Data should then be disaggregated by individuals' characteristics (i.e., race, ethnicity, income, and/or disability status) to identify whether and where disparities may exist for identified subgroups of the population. Disaggregated data can help preschool leaders make data-informed programmatic and/or policy changes to improve the experiences of children, families and the workforce. The focus on disaggregation should not fall on an individual's characteristics as a predictor of their outcomes, but rather should present a magnifying glass with which to examine preschool system conditions that may be supporting or hindering quality, access, and experiences.

CEDS includes elements to disaggregate data by individual's characteristics. Table 4 below contains the CEDS elements that can be used in disaggregating information and identifying focal populations of interest. This includes demographic information for children and workforce members that is aligned with the focal populations identified in the Framework. CEDS also includes elements that can be used to disaggregate data to help preschool system leaders understand the experiences and outcomes of focal populations not specifically addressed in the Framework, including those with intersecting identities (i.e., individuals who identify with more than one of these focal population groups). For example, people experiencing poverty who reside in rural areas may face additional or different barriers and inequities than those in more urban areas. Table 4 displays the identified focal populations included in the Framework and the associated CEDS elements that can be used for disaggregation along with the CEDS domain and category, and the data collection level (child, family, etc.).

Table 4. CEDS elements aligned with the STEP Forward with Data Framework focal populations

STEP Forward with Data Framework Focal Population	CEDS Element Name	CEDS Data Collection Level (Entity)	CEDS Domain	CEDS Category
People who are immigrants	Country of Birth	Child; Staff; Parent/Guardian	Early Learning	Demographics
	Title III Immigrant Status	Child	K-12 Student	Immigrant
Black, Hispanic/Latino, or Indigenous people	Hispanic or Latino Ethnicity	Child; Staff; Parent/Guardian	Early Learning	Demographics
	Race	Child; Staff; Parent/Guardian	Early Learning	Demographics
	Tribal Affiliation	Child; Staff; Parent/Guardian	Early Learning	Demographics
People with disabilities	Disability Status	Child	Early Learning	Disability
People experiencing poverty	Participation in School Food Service Programs	Child	Early Learning	Enrollment
	Family Income	Family	Early Learning	Family/Household Information
	Number of People in Family	Family	Early Learning	Family/Household Information
	Hourly Wage	Staff	Early Learning	Employment
	Hours Worked per Week	Staff	Early Learning	Employment
	Staff Compensation Total Salary	Staff	Early Learning	Employment

STEP Forward with Data Framework Focal Population	CEDS Element Name	CEDS Data Collection Level (Entity)	CEDS Domain	CEDS Category
	Eligibility Status for School Food Service Programs	Child	K-12 Student	Economically Disadvantaged
	Public Assistance Status	Child; Staff; Parent/Guardian	Early Learning	Status
People who are multi-lingual learners	English Learner Status	Child	Early Learning	English Learner
	ISO 639-3 Language Code	Child; Staff; Parent/Guardian	Early Learning	Language
	Language Type	Child; Staff; Parent/Guardian	Early Learning	Language
Pre-K workforce members	Early Learning Education Staff Classification	Staff	Early Learning	Employment
	Early Learning Service Professional Staff Classification	Staff	Early Learning	Employment
Pre-K workforce members, People experiencing poverty, people with disabilities, people who are multi-lingual learners	WIOA Barriers to Employment	Staff	Workforce	Demographics

Implementation Considerations

There are several approaches that can be taken to align the STEP Forward with Data Framework and CEDS elements. There is no right or wrong way to approach this alignment, but the alignment process will vary depending on the priorities of the preschool system, existing data relationships, and the ability to link data from multiple sources. This applies to any resource used to align or standardize data.

✓ **Check for alignment between STEP Forward with Data Framework essential questions and metrics and CEDS elements:** Although many of the Framework’s questions and associated metrics are aligned with CEDS elements, there are some metrics that are not aligned. Depending on which essential questions are of interest to preschool system leaders, an initial step could be to use this resource to determine how and if those questions can be addressed using data standardized to CEDS. For example, Framework questions around attendance patterns for preschool children from focal populations can be answered with data standardized to CEDS elements. This resource identifies all Framework essential question metrics that can be answered with data standardized to CEDS and preschool system leaders may choose to work on addressing only those aligned metrics.

🔍 **Identify additional data needs.** Some Framework essential question metrics can’t be answered using data standardized to CEDS because CEDS does not include elements specific to those metrics. For example, CEDS does not have elements related to metrics for the Framework essential questions regarding preschool program outreach processes. In that instance, the Framework’s [Implementation Guide](#) can be used as a resource to plan for data collection around outreach practices. Additionally, some of the CEDS elements aligned to the Framework essential questions and metrics may either not be collected or may conflict with programmatic definitions. CEDS is used in this resource as an example. Depending on the context, preschool programs could apply other data standards (e.g., Head Start Program Information Report). In that instance, definitions that are used should be applied across data being

collected. If this is not possible, these data standards can alternatively be used to transform data for analysis.



Build data relationships. The ability to align the STEP Forward with Data Framework with CEDS elements is dependent on several factors. For preschool system leaders working in organizations that currently do not standardize data to CEDS elements, it will be important to identify the person or group that works with CEDS in your state. This may be someone responsible for data management or a data warehouse within the preschool system. State education agencies that use CEDS to standardize their secondary to post-secondary data linkages will likely have a deep understanding of CEDS but may not be familiar with the CEDS early learning elements. CEDS includes an early learning domain with early learning-related elements, however, these may not be included in current data management process. Fostering working relationships with the person or group in your state that most closely works with CEDS can help preschool system leaders learn how to use and leverage CEDS elements into current data practices.




Need for data integration. Data may need to be linked or integrated to fully answer some of the Framework's essential questions. Some of the Framework essential questions require data that is collected at the child, family, and program level, such as questions related to children and families' experiences within preschool programs and may require using data from multiple programs. For example, to answer questions regarding children with disabilities or developmental delays, information for the child, preschool program, and potentially early intervention services provided by an outside agency may be needed. In this instance, data may need to be linked or integrated if they are not already, and a formal data sharing agreement for data sharing would need to be established. The Framework doesn't specifically address methods for data linkages, nor do all questions need linked data to be answered, but using standardized data across programs and levels of data collection facilitates data linkages and data integration.

Conclusion

The STEP Forward with Data Framework provides an option to standardize research questions around equitable preschool systems. It can help preschool leaders think about what an equitable preschool system looks like and guide them in exploring data collection practices and data needs for the entire system or specific areas of interest. Data standards like CEDS complement the Framework by providing a structure with which to standardize data collection and analysis. Using data standards to uniformly collect and maintain data across different programs and agencies can assure preschool leaders that they are answering the essential questions and metrics of the Framework with quality data to inform policy decisions. When it comes to data standards, there are several options for preschool leaders to choose from. To assess equity within preschool systems, it is not as important which data standards a preschool system uses as it is for the system to come to agreement on the use of a common data structure to organize information. This resource can be used whether the preschool system is interested in aligning the Framework to data standards to plan for future data collection, to improve data quality, or to transform existing data to facilitate data linkages and integration.

Appendix A. CEDS Elements That can be Used to Answer STEP Forward with Data Framework Essential Question Metrics

The tables below provide more information about the Framework essential questions and associated metrics and are organized by the six system steps in the Framework. Each table lists the Framework’s essential questions and associated recommended metrics. It also indicates whether the metric can be answered with CEDS elements, lists the associated CEDS elements if applicable, and describes additional information needed to fully answer the metric. These metrics and elements can be used along with elements described in the data disaggregation section on page 11 of this resource to disaggregate information for focal populations of interest. CEDS elements are hyperlinked in the tables below to the corresponding element description, including option sets and technical documentation, on the [CEDS web page](#). Information on sample data sources for the “Information needed” column can be found within the STEP Framework in the “Deep Dive” section for each step, hyperlinked in the table titles below.

 <u>Supply Step</u>					
	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
1. Does the existing supply meet the needs of families from focal populations?	Preschool system has enough preschool openings for the number of children who want to attend preschool, especially those from focal populations (reasonable effort).	Whether (yes/no) the program capacity of all the preschool programs in the system matches the number of eligible 3- and 4-year-old children in the community.	Yes	Organization Identifier ; Program Identifier ; Enrollment Capacity ; Early Learning Program Eligibility Category ; Early Learning Program Eligibility Status ; Birthdate	Number of eligible preschool-age children in the community
		The number of families from focal populations reporting that there are enough preschool options divided by all families from focal populations.	No	N/A	Information on family perceptions of preschool options
	Percentage of children from focal populations who are on a waitlist for at least one preschool program (reasonable effort).	The number of children from focal populations on a waitlist for their preferred preschool program divided by the number of 3- and 4-year-old children from focal populations.	Yes	Child Identifier ; Program Identifier ; Referral Outcome ; Birthdate	Number of preschool-age children from focal populations in the community



Supply Step

	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
1. Does the existing supply meet the needs of families from focal populations?	Percentage of families from focal populations who were able to enroll in their preferred preschool program.	The number of families from focal populations who were able to enroll in their preferred preschool program divided the number of families from focal populations.	No	N/A	Number of families from focal populations with preschool-age children in the community; information on family preferences
	Percentage of children from focal populations enrolled in a program whose care is subsidized.	The number of children from focal populations enrolled in a program whose care is subsidized (e.g., Head Start, sliding scale payment structure, child care or early education subsidy, Child Care and Development Fund subsidy, etc.) divided by the total number of children from focal populations enrolled.	Yes	Child Identifier ; Program Identifier ; Early Learning Federal Funding Type ; Early Learning Other Federal Funding Sources	N/A
	Percentage of families from focal populations who report being able to afford to enroll their children in their preschool program.	The number of families from focal populations who report being able to afford to enroll their children in their preschool program divided by the number of families from focal populations.	No	N/A	Number of families from focal populations with preschool-age children in the community; family reported information on affordability
	Percentage of families from focal populations who do not pay above a system-defined threshold of affordability.	The number of families from focal populations whose total cost of care (including attendance, fees, copays, and before/after care) are at or below the system-defined threshold of affordability (e.g., 10% of a family's income; no cost to the family; or a set monthly amount) divided by	No	N/A	Number of families from focal populations with preschool-age children in the community; amount of family early care and education payments



Supply Step

	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
1. Does the existing supply meet the needs of families from focal populations?		the total number of families from focal populations.			
	Percentage of children from focal populations who did not experience a change in teacher/provider during the program, school, or calendar year.	The number of children from focal populations who did not experience a change in teacher/provider during the program, school, or calendar year divided by the total number of enrolled children from focal populations.	Yes	Child Identifier ; Organization Identifier ; Program Identifier ; Early Learning Class/Group Identifier ; Staff Member Identifier ; Enrollment Entry Date ; Enrollment Exit Date ; Assignment Start Date ; Assignment End Date ; Teaching Assignment Start Date ; Teaching Assignment End Date ; Employment End Date ;	N/A
	Percentage of workforce members who are fluent in the language spoken by the children they serve.	The number of workforce members who are fluent in the language spoken by the children they serve divided by the total number of workforce members.	Yes	Child Identifier ; Program Identifier ; Staff Member Identifier ; ISO 639-3 Language Code ; Language Type	N/A
	Percentage of program sites that support a language other than English.	The number of program sites that provide language supports for children and families from focal populations who do not speak English (e.g., translation of materials, in-house translator, consulting translator, instruction in another language) divided by the total number of program sites.	Yes	Program Identifier ; Bilingual Education Program ; Bilingual Education Program Type* ; Instruction Language ; Language Translation Policy ; Program Provides Translated Materials ; Title III Language Instruction Program Type ;	N/A



Supply Step

	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
	Percentage of program sites where children with a disability or developmental delay are enrolled in which workforce members have early childhood special education training or experience working with children with special needs.	The number of program sites where children with disability or developmental delay are enrolled in which workforce members have early childhood special education training, certification, endorsement, or years of experience working with children with special needs divided by the total number of program sites where children with special needs are enrolled.	Yes	Child Identifier ; Program Identifier ; Staff Member Identifier ; Disability Status ; Primary Disability Type ; Special Education Paraprofessional ; Special Education Teacher ; Special Education Teacher Qualification Status ; Special Education Age Group Taught ; Early Intervention Program Degree Type* ;	N/A
1. Does the existing supply meet the needs of families from focal populations?	Percentage of workforce members who have early childhood education endorsements, certification or training, or experience working with preschool age children.	The number of workforce members who have early education endorsement, certification, training, or experience working with preschool-age children divided by the total number of workforce members.	Yes	Staff Member Identifier ; Early Childhood Credential ; Early Childhood Degree or Certificate Holder ; Total Approved Early Childhood Credits Earned ; Years of Prior Teaching Experience	N/A
	Percentage of program sites that meet Quality Rating and Improvement Systems (QRIS) state benchmarks of quality.	The number of program sites that meet Quality Rating and Improvement Systems (QRIS) state benchmarks of quality divided by the total number of program sites.	Yes	Organization Identifier ; Program Identifier ; QRIS Participation ; QRIS Score ; Quality Initiative Participation Indicator	N/A
	Percentage of program sites that offer transportation services between child's home and preschool site.	The number of program sites that offer transportation services between child's home and the preschool site divided by the total number of program sites.	Yes	Organization Identifier ; Program Identifier ; Early Childhood Services Offered ; Student Support Service Type	N/A



Supply Step


	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
	Percentage of available full-time slots (i.e., available six hours per day for five days per week).	The number of available full-time slots that are six hours per day for five days per week divided by the total number of slots.	Yes	Organization Identifier ; Program Identifier ; Early Learning Class/Group Identifier ; Early Learning Group Size ; Hours Available Per Day ; Days Available Per Week	N/A
	Percentage of programs that provide before- and after-school programming.	The number of programs that provide before- and after-school programming divided by the total number of programs.	Yes	Organization Identifier ; Program Identifier ; Increased Learning Time Type	N/A
	Percentage of programs where classrooms demonstrate equitable sociocultural interactions.	The number of programs where classrooms demonstrate equitable sociocultural interactions divided by number of programs observed.	No	N/A	Results from classroom level sociocultural interaction observations


*CEDS extended data element - CEDS-related Data element not included in CEDS but found in the National Center for Education Standards Handbook



Outreach Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
2. Do outreach methods improve knowledge and understanding of program options among families from focal populations?	Percentage of programs that use more than one outreach strategy to inform families from focal populations about preschool options.	The number of outreach methods used by the program to inform families from focal populations about preschool options divided by the total number of preschool programs.	No	N/A	Number and types of outreach methods used by preschool programs

 Outreach Step					
Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
	Percentage of families from focal populations who report having knowledge and understanding of their preschool options.	The number of families from focal populations who report having knowledge and understanding of preschool programs divided by the total number of families from focal populations.	No	N/A	Number of families from focal populations with preschool age children in the community; information on family knowledge of preschool options

 Enrollment Step					
Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
3. Do eligibility processes allow families from focal populations to attend programs they want?	Preschool systems leaders regularly conduct community assessments to understand children from focal populations' eligibility to attend their preschool program of choice.	Whether (yes/no) the preschool system conducts community assessments on a regular basis to understand families from focal populations' eligibility in relation to their preschool program of choice.	No	N/A	Preschool system policies relating to community assessments
		Whether (yes/no) the preschool system leaders make changes to their eligibility criteria on a regular basis based on community assessments to help families attend their preschool program of choice.	No	N/A	Preschool system policies relating to community assessments
4. Do enrollment procedures help families from focal populations attend programs they want?	Percentage of programs that offer multiple ways for families to verify their child's eligibility for enrollment.	The number of programs that offer two or more methods for families to verify their child's eligibility for enrollment divided by the total number of programs in the system.	Yes	Program Identifier ; Personal Information Verification	N/A



Enrollment Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
	Percentage of programs that have a defined process dedicated to helping families from focal populations with preschool enrollment applications.	The number of programs that have a defined process to support families with enrollment applications divided by the total number of programs in the preschool system.	No	N/A	Preschool program-level enrollment policies and procedures
	Percentage of program sites that offer at least two types of supportive enrollment resources to families, especially families from focal populations, to support enrollment in the programs families want to attend.	The number of program sites that offer two or more methods to support families to enroll in their program of choice divided by the total number of programs in the preschool system.	No	N/A	Preschool program-level enrollment policies and procedures
	Percentage of families from focal populations who report no barriers to enrolling children in the program of their choice.	The number of families from focal populations in the community that report having no barriers to enrolling their children into their program of choice divided by the total number of families from focal populations in the community.	No	N/A	Number of families from focal populations with preschool-age children; information on parent reported barriers to enrollment
5. Are children from focal populations enrolled proportionate to or higher than their representation in the community?	Percentage of eligible 3- and 4-year-olds enrolled in public preschool from focal populations.	The number of eligible 3- and 4-year-olds from focal populations who are enrolled in public preschool divided by the total number of eligible 3- and 4-year-olds from focal populations who reside in the community.	Yes	Child Identifier ; Program Identifier ; Early Childhood Program Enrollment Type ; Enrollment Entry Date ; Enrollment Exit Date ; Early Learning Program Eligibility Category ; Birthdate	Number of eligible preschool-age children from focal populations in the community



Enrollment Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
6. Are children from focal populations enrolled in programs rated as high-quality proportionate to their representation in the system?	Percentage of preschool-age children from focal populations enrolled in high-quality preschool.	The number of children from focal populations who are enrolled in program sites considered high-quality divided by the total number of children from focal populations.	Yes	Child Identifier ; Program Identifier ; Organization Identifier ; QRIS Participation ; QRIS Score ; Quality Initiative Participation ; Quality Initiative Score Level ; Birthdate	Number of eligible preschool-age children from focal populations in the community
7. Do children from focal populations have consistent attendance?	Average length of enrollment for children from focal populations.	The average number of months per year children are enrolled in preschool.	Yes	Child Identifier ; Program Identifier ; Enrollment Entry Date ; Enrollment Exit Date	N/A
	Average number of days children from focal populations were present in preschool.	The average number of days children are present during the enrollment period.	Yes	Child Identifier ; Program Identifier ; Number of Days in Attendance	N/A
	Percentage of enrolled preschool children from focal populations who are present for more than 90 percent of their enrolled days, excluding children enrolled for less than three months.	The number of children from focal populations who were present for at least 90 percent of their enrolled days divided by the total number of children from focal populations enrolled in preschool. <i>Children who are enrolled for less than three months of preschool (i.e., 90 days) should be excluded from this metric.</i>	Yes	Child Identifier ; Program Identifier ; Number of Days in Attendance ; Enrollment Entry Date ; Enrollment Exit Date	N/A



Learning Experiences Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
8. Are identities of children from focal populations and families reflected in programs?	Percentage of program sites where children from focal populations are exposed to staff in their program who reflect their own identities.	The number of program sites where children from focal populations have at least one staff member in the program (e.g., teachers, assistants, support staff, administrators, or owners) who also shares the same or similar identity or characteristic (e.g., race/ethnicity, disability status, or gender).	Yes	Child Identifier ; Program Identifier ; Early Learning Class/Group Identifier ; Staff Member Identifier ; Race ; Hispanic or Latino Ethnicity ; Sex ; Disability Status	N/A
	Percentage of program sites that use materials, projects, activities, curricula, and resources that reflect or celebrate the identities of children from focal populations and their communities.	The number of program sites that used at least two or more materials, projects, activities, curricula, and resources in the past year that reflect and/or celebrate the identities of children from focal populations and their communities divided by the total number of program sites.	No	N/A	Information on material, projects, activities, curricula, and resources used at preschool program sites
9. Do workforce members receive training in supporting the needs of children from focal populations and families?	Percentage of workforce members who receive training in culturally responsive instruction, especially to understand a child's developmental progress to inform instruction.	The number of workforce members who receive training in culturally responsive instruction divided by the total number of workforce members.	Yes	Staff Member Identifier ; Professional Development Activity Identifier ; Early Learning Professional Development Topic Area ; Staff Professional Development Activity Completion Date	N/A
	Percentage of workforce members who receive training on trauma-informed care or responsiveness.	The number of workforce members who receive training on trauma-informed care or responsiveness divided by the total number of workforce members.	Yes	Staff Member Identifier ; Professional Development Activity Identifier ; Professional Development Activity Title ; Staff Professional Development Activity Completion Date	N/A



Learning Experiences Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
9. Do workforce members receive training in supporting the needs of children from focal populations and families?	Percentage of workforce members who receive training on reducing or eliminating bias in their work.	The number of workforce members who receive training on reducing or eliminating bias in their work divided by the total number of workforce members.	Yes	Staff Member Identifier ; Professional Development Activity Identifier ; Professional Development Activity Title ; Staff Professional Development Activity Completion Date	N/A
10. Do children from focal populations receive positive behavior supports?	Percentage of workforce members that demonstrate high-quality instructional practices and interactions with children.	The number of workforce members that demonstrate high-quality instructional practices and interactions with children divided by the total number of workforce members.	Yes	Staff Member Identifier ; Staff Evaluation System ; Staff Evaluation Scale ; Staff Evaluation Score or Rating ; Staff Evaluation Outcome	N/A
	Percentage of children who do not experience any of the following: in-school suspensions, out-of-school suspensions, disciplinary use of restraint and seclusion, or expulsions.	The number of children who do not experience in-school suspensions, out-of-school suspensions, disciplinary use of restraint and seclusion, or expulsions divided by the total number of enrolled children.	Yes	Child Identifier ; Exit Reason ; Disciplinary Action Taken ; Disciplinary Action Start Date ; Disciplinary Action End Date	N/A
	Percentage of families from focal populations who report that their children experience positive behavior supports.	The number of families from focal populations who report that their children experience positive behavior supports divided by the total number of families from focal populations.	No	N/A	Information on family-reported experiences with positive behavior supports
		Presence of program-level policies aimed at offering alternative approaches to negative discipline and promoting positive behavior supports	No	N/A	Information on program-level policies related to discipline and behavior supports



Learning Experiences Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
		Percentage of children from focal populations reporting positive feelings toward their program.	No	N/A	Information on child-reported feelings about the programs they attend
11. Do children from focal populations have the learning accommodations they need?	Percentage of children from focal populations who are screened for learning accommodations.	The number of children from focal populations who are screened for learning accommodations divided by the total number of children from focal populations.	Yes	Child Identifier ; Child Developmental Screening Status ; IEP Eligibility Evaluation Type ; Birthdate	Number of preschool-age children from focal populations in the community
	Percentage of children from focal populations who have an identified need for a learning accommodation.	The number of children from focal populations who have an identified need for a learning accommodation divided by the total number of children from focal populations.	Yes	Child Identifier ; Developmental Evaluation Finding ; IDEA Indicator ; IDEA IEP Status ; Birthdate	N/A
	Percentage of children from focal populations who have a learning accommodation provided to them in an inclusive setting.	The number of children from focal populations who are provided a learning accommodation in an inclusive setting divided by the total number of children from focal populations who have an identified need for a learning accommodation.	Yes	Child Identifier ; Developmental Evaluation Finding ; IDEA Indicator ; IDEA IEP Status ; Inclusive Setting Indicator ; Birthdate	N/A
	Percentage of families from focal populations who are satisfied with the learning accommodations provided to their children.	The number of families from focal populations who report that they are satisfied with the learning accommodations provided to their children divided by the total number of families from focal populations who have an identified need for a learning accommodation.	No	N/A	Information on family-reported satisfaction with learning accommodations received



Learning Experiences Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
	Percentage of children from focal populations with identified health or developmental concerns as identified by a developmental screening tool.	The number of children from focal populations who have been assessed with a developmental screening tool and were found to have an identified health or developmental concern divided by the total number of enrolled children from focal populations who were screened.	Yes	Child Identifier ; Child Developmental Screening Status ; Developmental Evaluation Finding	N/A
	Percentage of children from focal populations with identified concerns who are connected to services.	The number of enrolled children from focal populations with identified concerns who are connected to services divided by the number of children from focal populations with identified concerns.	Yes	Child Identifier ; Referral Date ; Referral Reason ; Referral Type Received	N/A
	Percentage of children from focal populations who can fully participate in learning activities.	The number of enrolled children from focal populations with an identified health or developmental concern who can fully participate in learning activities with their peers divided by the total number of enrolled children from focal populations.	Yes	Child Identifier ; Developmental Evaluation Finding ; IDEA Educational Environment for Early Childhood	N/A
12. Does the program offer or connect families from focal populations with whole family services?	Percentage of programs that offer whole family services in their programs.	The number of programs that offer whole family services divided by the total number of programs.	Yes	Organization Identifier ; Program Identifier ; Student Support Service Type ; Early Childhood Services Offered	N/A
	Percentage of programs offering health, mental health, and social services in-house, including staff or consultants providing infant and early childhood mental	The number of programs offering health, mental health, and social services in-house divided by the total number of programs.	Yes	Organization Identifier ; Program Identifier ; Student Support Service Type ; Early Childhood Services Offered	N/A



Learning Experiences Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
	health consultation (IECMHC) services.				
	Percentage of programs that provide referrals to families from focal populations about whole family services.	The number of programs that provide referrals to families from focal populations for whole family services divided by the total number of programs.	Yes	Child Identifier ; Referral Date ; Referral Reason ; Referral Type Received	N/A
13. Are multiple forms of evidence used to understand the developmental progress, strengths, and needs—across domains of development—of children from focal populations?	Preschool system requires multiple forms of evidence to be used to understand a child's development.	Whether (yes/no) the preschool system requires using multiple forms of evidence to understand a child's development across all domains (i.e., across language/literacy; cognition; social emotional development; approaches to learning; and physical development).	No	N/A	Information on preschool system policies relating to resources used to understand children's development
	Percentage of workforce members who report that they utilize more than one form of evidence to inform their instruction.	The number of programs that use more than one form of evidence to understand a child's development divided by the total number of programs.	No	N/A	Information on program-level practices relating to resources used to understand children's development
		The number of workforce members who report that they use more than one form of evidence to inform their instruction divided by the total number of workforce members.	No	N/A	Information on workforce-level practices relating to resources used to understand children's development
14. Are facilities structured and maintained to support	Percentage of program sites that have the infrastructure necessary to support student learning, in systems where focal	The number of program sites that have the infrastructure necessary to support student learning (e.g., desks, air	Yes	Organization Identifier ; Program Identifier ; Facility Site Identifier ; Facility Compliance Status ; Facility Inspection	N/A



Learning Experiences Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
the well-being of children from focal populations?	populations make up at least half of the student population.	conditioning, heat) divided by the total number of program sites where focal populations make up at least half of the student population.		Score Result Description ; Facility Inspection Violation Description	
	Percentage of program sites that ensure the safety and security of children and workforce members, in programs where focal populations make up at least half of the student population.	The number of program sites that ensure the safety and security of children and workforce members (e.g., safety plans, practice safety drills, security measures) divided by the total number of program sites in which focal populations make up at least half of the student population.	Yes	Organization Identifier ; Program Identifier ; Facility Site Identifier ; Building Security System Type ; Facility Compliance Status ; Building Fire Protection System Type ; Facility System or Component Condition ; Facility Hazardous Materials or Condition Type ; Program Health Safety Checklist Use Status	N/A
	Percentage of program sites that meet children and workforce members' health and hygienic needs, in programs where focal populations make up at least half of the student population.	The number of program sites that meet children and workforce members' health and hygienic needs (e.g., health plans and policies; nurse on-site; first aid policies and procedures) divided by the total number of program sites in which focal populations make up at least half of the student population.	Yes	Organization Identifier ; Program Identifier ; Staff Compensation Health Benefits ; Student Support Service Type ; Ongoing Health Screening Policy ; Immunization Policy ;	N/A
	Percentage of families from focal populations who report that their children are in facilities that support their well-being.	The number of families from focal populations who report that their children attend facilities that support their well-being divided by the total number of families from focal populations.	No	N/A	Information on family-reported perceptions related to preschool program facilities



Transitions Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
15. Do transition activities meet the needs of families from focal populations?	Percentage of families from focal populations who report that their program offers transition supports that meet their needs.	The number of families from focal populations who report that transition supports offered by programs meet their needs divided by the total number of families from focal populations.	No	N/A	Information on family-reported perceptions related to preschool program transition supports
	Percentage of programs that minimize the number of transitions when supporting children with learning accommodations.	The number of programs that minimize the number of transitions when supporting children with learning accommodations divided by the total number of programs supporting children with learning accommodations.	Yes	Organization Identifier ; Program Identifier ; Program Transition Planning Policy	N/A
16. Are children from focal populations reaching developmental and learning milestones when transitioning to kindergarten?	Percentage of children from focal populations meeting benchmarks across all developmental domains (language/literacy; cognition; social emotional development; approaches to learning; and physical development).	The number of children from focal populations who are meeting the expected benchmarks across developmental domains divided by the total number of enrolled children from focal populations.	Yes	Child Identifier ; Child Developmental Screening Status ; Assessment Early Learning Developmental Domain ; Developmental Evaluation Finding ; Child Outcomes Summary Rating A ; Child Outcomes Summary Rating B ; Child Outcomes Summary Rating C ; Early Learning Outcome Time Point	Name of developmental screening tool used; reliability and validity information for developmental screening tool used



Administration Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
17. Are families from focal populations and workforce members engaged in shared leadership?	Percentage of preschool systems leadership and management that identify as members of focal populations.	The number of members serving on leadership and management teams who identify as members of focal populations divided by the total number of members on the teams.	Yes	Staff Member Identifier ; Early Learning Education Staff Classification ; Board Member Position Type ; Board Member Term Start Date ; Board Member Term End Date	Management team and other leadership group composition
	Percentage of families from focal populations who report that they are consulted, involved, or collaborate, or are a co-creator in systems level changes, policies, or programmatic decisions.	The number of families from focal populations who report that they are consulted, involved, or collaborated with—or that they are a co-creator in systems-level changes, policies, or programmatic decisions—divided by the total number of families from focal populations.	No	N/A	Information on families' experiences related to participation in shared preschool system leadership
	Percentage of workforce members from focal populations who report that they are consulted, involved, collaborate, or are a co-creator in the preschool system.	The number of workforce members from focal populations who report that they are consulted, involved, collaborated with, or a co-creator in the preschool system divided by the total number of workforce members from focal populations.	No	N/A	Information on workforce members' experiences related to participation in shared preschool system leadership
18. Are there funding mechanisms to support equitable experiences for children, families, and workforce members?	Percentage of system-level funding that is allocated to equity-focused activities targeted for children, families, and/or workforce members from focal populations.	The amount of funding allocated for equity-focused activities spent by the system divided by the total amount of funding for the preschool system.	Yes	Financial Account Category ; Financial Accounting Period Budgeted Value ; Financial Accounting Period Encumbered Value	N/A



Administration Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
	Percentage of programs that have a funding mechanism for allocating funds to be spent on identified needs for children, families, and workforce members from focal populations.	The number of programs that have a mechanism for allocating funds to be spent on identified needs for those from focal populations divided by the total number of programs in the preschool system.	Yes	Organization Identifier ; Program Identifier ; Financial Account Category ; Financial Accounting Period Budgeted Value ; Financial Accounting Period Encumbered Value	N/A
19. Is there system-level guidance for how to support equitable experiences for children, families, and workforce members?	Preschool system provides guidance on early learning standards, including how to uniquely support children and families from diverse backgrounds, including those from focal populations.	Whether (yes/no) the preschool administration has early learning standards on how to support children and families from diverse backgrounds that is made available to all preschool programs.	No	N/A	Information or documentation relating state early learning standards
	Preschool system provides guidance on the types of culturally responsive curricula that represent, reflect, and uniquely support children and families from focal populations.	Whether (yes/no) the preschool administration provides guidance on selecting culturally responsive curricula as an option for programs that is made available to all preschool programs.	No	N/A	Information or documentation on system level guidance related to curriculum selection
	Preschool system provides guidance or training on recommended culturally responsive assessments/screenings that represent, reflect, and uniquely support children and families from focal populations.	Whether (yes/no) the preschool administration has written guidance or training on culturally responsive assessments/screenings that represent, reflect, and uniquely support children and families from diverse backgrounds, including those from focal populations.	No	N/A	Information or documentation on system level guidance related to assessments and screenings
	Preschool system provides guidance on professional development activities that	Whether (yes/no) the preschool administration has written guidance about	No	N/A	Information or documentation on system level guidance



Administration Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
	represent, reflect, and uniquely support workforce members from diverse backgrounds, including those from focal populations.	recommended professional development activities to support workforce members that is made available to all preschool programs.			related to professional development
	Preschool system leaders regularly evaluate whether their guidance meets the needs of children and families from focal populations.	Whether (yes/no) guidance aligns with the needs identified by children and families from focal populations.	No	N/A	Information or documentation on system level guidance and review/update processes
	Percentage of families and workforce members reporting positive relationship quality with one another.	The number of families and workforce members who report having a positive relationship with one another divided by the total number of families and workforce members assessed using a relationship assessment tool.	No	N/A	Information on relationships between families and workforce members captured through a relationship assessment tool; name of relationship assessment tool; reliability and validity information for relationship assessment tool
20. Are there mechanisms to support equitable experiences for workforce members from focal populations?	Number of professional development opportunities the preschool system offers that are intentionally tailored to workforce members from focal populations to support their unique needs.	The number of professional development opportunities that are tailored to meet the needs of workforce members from focal populations divided by the total number of professional development opportunities offered.	Yes	Professional Development Activity Identifier ; Professional Development Activity Title ; Staff Professional Development Activity Start Date ; Staff Professional Development Activity Completion Date ;	N/A



Administration Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
20. Are there mechanisms to support equitable experiences for workforce members from focal populations?	Workforce members from focal populations earn wages comparable to the overall population of preschool workforce members.	The average annual income of workforce members from focal populations compared to the average annual income of all workforce members in the preschool system or other groupings of workforce members (e.g., comparing workforce members who are immigrants with those who are not immigrants).	Yes	Staff Member Identifier ; Staff Compensation Total Salary	N/A
	Workforce members from focal populations have retention rates comparable to the overall population of preschool workforce members.	The average length of retention of workforce members from focal populations compared to the average length of retention of all workforce members in the preschool system.	Yes	Staff Member Identifier ; Organization Identifier ; Program Identifier ; Employment Start Date ; Employment End Date	N/A
		Percentage of workforce members from focal populations who return to the same learning setting, position, or program year-to-year compared to return rates of all workforce members in the preschool system.	Yes	Staff Member Identifier ; Organization Identifier ; Program Identifier ; Employment Start Date ; Employment End Date	N/A
	Percentage of workforce members from focal populations who receive benefits comparable to that of the overall preschool workforce population.	The number of workforce members from focal populations who receive benefits divided by the number of workforce members from the overall preschool population.	Yes	Staff Member Identifier ; Organization Identifier ; Program Identifier ; Staff Compensation Health Benefits ; Staff Compensation Retirement Benefits ; Staff Compensation Other Benefits	N/A
	Number of career pathway supports the preschool system offers that are intentionally tailored to workforce members	The number of career pathway supports that are tailored to meet the needs of workforce members from focal	No	N/A	



Administration Step

Essential question	Recommended metric	Suggested measurement	Can be answered with CEDS elements	Associated CEDS elements	Information needed
	from focal populations to support their unique needs.	populations compared to the total number of career pathway supports offered.			

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