# California Preschool Data Collection (CAPSDAC) User Manual Appendix A: Data Definitions

**A Guide for Program Staff**

**Version 1.0**

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**This version supersedes previous versions of this guide.**

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## Glossary

Below is an alphabetical list of commonly used acronyms, initialisms, and terms used throughout this document.

* **AA/AS/AAS/ASN:** Associate degree
* **Agency:** Agency that maintains an early education contract with the California Department of Education, Early Education Division.
* **BA/BS:** Baccalaureate degree
* **CAPSDAC**: California Preschool Data Collection System
* **CDE:** California Department of Education
* **CDMIS:** Child Development Management Information System
* **CTC:** Commission on Teacher Credentialing
* **Consultant:** Program Quality Implementation Consultant
* **Contract:** Early Education Services Contract
* **CDS:** Country-District-School
* **CPS:** Child Protective Services
* **CSPP**: California State Preschool Program
* **CSV:** Comma Separated Value
* **DLL:** Dual Language Learner
* **DOF:** Department of Finance
* ***EC:*** *Education Code*
* **EED:** Early Education Division
* **FAQ:** Frequently Asked Question
* **FCCH:** Family Child Care Home
* **FEIN:** Federal Employer Identification Number
* **FFS:** Family Fee Schedule
* **FICN:** Family Identification Case Number
* **FIPS:** Federal Information Processing Standards
* **Fiscal Analyst:** Early Education and Fiscal Nutrition Services Office, Fiscal Apportionment Analyst
* **FY:** Fiscal Year
* **HoH:** Head of Household
* **IEP:** Individualized Education Program
* **IFSP**: Individualized Family Service Plan
* **LEA:** Local Educational Agency
* **MA/MS/ME:** Master's degree
* **MB:** Management Bulletin
* **Ph.D./ Ed.D./M.D.:** Doctorate degree
* **QRIS:** Quality Rating and Improvement System
* **Report Period:** Month and year of a report
* **SEID:** California Statewide Educator Identifier
* **SMI:** State Median Income
* **Vendor:** Software vendor who has expressed interest in working with contracted agencies on the electronic reporting of the CAPSDAC Report

## Revision History

| **Version Number** | **Revision Date** | **Section** | **Summary of Changes** |
| --- | --- | --- | --- |
| v1.0 | 03/18/2024 | All sections | User Manual Appendix A: Data Definitions Created |
| v1.0 | 04/22/2024 | Staff Permit/Credential  Child State of Birth  All sections | Added PK-3 ECE Specialist Instruction Credential option and updated Code values  Added Unknown option for State of Birth  General editorial review |
| v1.0 | 05/24/2024 | Staff Role | Reduced the number of staff role options |

## Overview

The child, staff, and classroom information fields from the CAPSDAC Data Submission are described in this resource. Each information field has its own definition, guidelines, and Frequently Asked Questions (FAQs).

### Local Educational Agency Definition

Local Educational Agency shall include a county office of education, a school district, or a charter school, as defined in EC Section 60900(k). A community college that operates a CSPP is not included in this definition of an LEA for purposes of submitting data to the CAPSDAC.

### Contents

This document contains the following sections and topics:

* Classroom Record Fields Information
* Staff Record Fields Information
* Child Record Fields Information

## Classroom Record Fields Information

The following information fields apply to the CAPSDAC Data Submission’s Classroom Records.

### Preschool CDS Code

The Preschool CDS Code information field indicates the County-District-School (CDS) code of the Preschool Site that is enrolling CSPP children.

#### Where to Find It

Contractors can find their sites’ “Preschool CDS Code” by navigating to the “LEA Actions” section on the CAPSDAC Dashboard and clicking on the “Child File Management,” “Staff File Management,” or “Classroom File Management” hyperlinks. Next, the user must click on the drop-down window titled “File Downloads” and click on the “[Download]” button next to the description that states, “Information (including CDS Code) for each preschool site within this LEA.”

#### Rules and Guidelines

* This field is required *(Electronic File Data Submission Only)*
* A unique 14-character code consisting of digits (0-9) and capital English alphabet letters (A-Z)

### Classroom ID

The Classroom ID information field indicates a unique identifier for a classroom assigned by a local educational agency. The Class ID must be unique for each classroom within the site and must be maintained by an agency.

#### Where to Find It

Contractors are responsible for creating and tracking the Classroom ID internally for reporting purposes.

#### Rules and Guidelines

* This field is required
* Each classroom must have a unique Classroom ID; duplicate classroom IDs are not allowed at the same preschool site
* Unique value (across the preschool site) from 1−50 characters

### Classroom Name

The Classroom Name information field indicates the unique identifier or label assigned to a specific learning space within a Preschool Site.

#### Where to Find it

The contractors are responsible for creating and tracking classroom names for reporting purposes.

#### Rules and Guidelines

* This field is required
* Each classroom must have a unique Classroom Name; duplicate classroom names are not allowed at the same preschool site
* This field must be between 1 and 255 characters
* Can consist of English alphabet letters, numbers, special characters, and spaces

### Care Type

The Care Type information field indicates if the classroom offers Full-Day or Part-Day services.

#### Where to Find it

In the family file, review the daily amount of CSPP services the child was certified to receive.

#### Rules and Guidelines

There are only two choices:

* This field is required.
  + Full-Day – The child’s certified daily services amount is greater than or equal to four (4) hours each day (Use code “F” in an electronic file)
  + Part-Day – The child’s certified daily services amount is fewer than four (4) hours each day (Use code “P” in an electronic file)

### Language(s) Used – Teacher(s)

The Language(s) Used – Teacher(s) information field indicates the language(s) used by the teacher(s) in the child’s classroom or FCCH.

#### Where to Find it

Contractors are responsible for tracking the language(s) used by the teacher(s) internally for reporting purposes.

See the [Language Codes](#_Language_Codes):

#### Rules and Guidelines

* This field is required
* This field allows for one or more language codes; at least one code must be entered
* To select one or more languages, hold down the control button on your keyboard and click each desired option individually (*Manual Entry Submission Only*)
* When inputting multiple language codes, separate each with a comma (*Electronic File Submission Only*)
* Do not include a space between codes (*Electronic File Submission Only*)

**Notes:**

Definition of Teacher: The teacher is an individual with the appropriate permit or credential issued by the California Commission on Teacher Credentialing who is designated as an instructor and responsible for management, curriculum implementation, and daily operations of a specific classroom. This individual oversees the educational activities, supports other classroom staff, and ensures that the learning environment meets established standards and goals.

### Language(s) Proficient – Teacher(s)

The Language(s) Proficient – Teacher(s) information field indicates the language(s) in which the teacher(s) in the child’s classroom or FCCH is proficient

#### Where to Find it

Contractors are responsible for tracking the language(s) proficient of the teacher(s) internally for reporting purposes.

See the [Language Codes](#_Language_Codes):

**Notes:**

Definition of proficiency in language: The ability to speak, read, write, and understand the language, as well as an ability to integrate the language into culturally and linguistically appropriate interactions with children.

Definition of Teacher: The teacher is an individual with the appropriate permit or credential issued by the California Commission on Teacher Credentialing who is designated as an instructor and responsible for management, curriculum implementation, and daily operations of a specific classroom. This individual oversees the educational activities, supports other classroom staff, and ensures that the learning environment meets established standards and goals.

#### Rules and Guidelines

* This field is required
* This field will allow for one or more language codes
* To select one or more languages, hold down the control button on your keyboard and click each desired option individually (*Manual Entry Submission Only*)
* When inputting multiple language codes, separate each with a comma (*Electronic File Submission Only*)
* Do not include a space between codes (*Electronic File Submission Only*)

### Language(s) Used – Aide(s)

The Language(s) Used – Aide(s) information field indicates the language(s) used by aide(s) in the child’s classroom or FCCH.

#### Where to Find it

Contractors are responsible for tracking the language(s) used by the aide(s) internally for reporting purposes.

See the [Language Codes](#_Language_Codes):

#### Rules and Guidelines

* This field is semi-optional
* This field will allow for one or more language codes; at least one code must be entered
* To select one or more languages, hold down the control button on your keyboard and click each desired option individually (*Manual Entry Submission Only*)
* When inputting multiple language codes, separate each with a comma (*Electronic File Submission Only*)
* Do not include a space between codes (*Electronic File Submission Only*)
* Either both or neither of the Aide Language Fields [Use/Proficient] must have a value

**Notes:**

Definition of Aide: The aide is an individual who is specifically designated to assist within a classroom. This aide provides direct support to the classroom teacher and students, contributing to the educational and developmental goals of the classroom. The assigned aide may help with instructional activities, classroom management, and addressing the needs of individual students, ensuring a conducive learning environment.

### Language(s) Proficient – Aide(s)

The Language(s) Proficient – Aide(s) information field indicates the language(s) in which aide(s) in the child’s classroom or FCCH are proficient.

#### Where to Find it

Contractors are responsible for tracking the language(s) proficient of the aide(s) internally for reporting purposes.

See the [Language Codes](#_Language_Codes):

#### Rules and Guidelines

* This field is semi-optional
* This field will allow for one or more language codes; at least one code must be entered
* To select one or more languages, hold down the control button on your keyboard and click each desired option individually (*Manual Entry Submission Only*)
* When inputting multiple language codes, separate each with a comma (*Electronic File Submission Only*)
* Do not include a space between codes (*Electronic File Submission Only*)
* Either both or neither of the Aide Language Fields [Use/Proficient] must have a value

**Notes:**

Definition of proficiency in language: The ability to speak, read, write, and understand the language, as well as an ability to integrate the language into culturally and linguistically appropriate interactions with children.

Definition of Aide: The aide is an individual who is specifically designated to assist within a classroom. This aide provides direct support to the classroom teacher and students, contributing to the educational and developmental goals of the classroom. The assigned aide may help with instructional activities, classroom management, and addressing the needs of individual students, ensuring a conducive learning environment.

### Language Program Type

The Language Program Type information field indicates which program type the classroom participates in. This field is meant to capture data on dual language immersion programs; these programs provide integrated language learner and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

The options for Language Program Type include:

* **None**: The “None” field indicates that the classroom or facility does not participate in a language program.
* **50/50 Program**: The 50/50 Program information field indicates if the classroom or facility is in a program where the intent is to offer a balance of English and a language other than English, where English and the other language are used equally throughout the program day.
* **Other Language Allotment (Majority English) Program**: The Other Language Allotment (Majority English) Program information field indicates a classroom or facility where a proportion of more than half of content is taught in English, and the remainder of content is taught in a language other than English.
* **Other Language Allotment (Majority Non-English) Program**: The Other Language Allotment (Majority Non-English) Program information field indicates a classroom or facility where a proportion of more than half of content is taught in a language other than English and the remainder of content is taught in English.
* **Home Language Support**: English-only with home-language support.
* **Other Language Program**: The Other Language Program information field indicates that the classroom or facility participates in other language programs or other programs used during instruction that helps to develop home language not listed above.

#### Where to Find it

Contractors are responsible for tracking the Classroom’s Language Program Type internally for reporting purposes.

See the [Language Program Type Codes](#_Language_Program_Type):

#### Rules and Guidelines

* This field is required
* This field is limited to only one selection from the Language Program Type options

## Staff Record Fields Information

### Preschool CDS Code

The Preschool CDS Code information field indicates the County-District-School (CDS) code of the Preschool Site that is enrolling CSPP children.

#### Where to Find It

Contractors can find their sites’ “Preschool CDS Code” by navigating to the “LEA Actions” section on the CAPSDAC Dashboard and clicking on the “Child File Management,” “Staff File Management,” or “Classroom File Management” hyperlinks. Next, the user must click on the drop-down window titled “File Downloads” and click on the “[Download]” button next to the description that states, “Information (including CDS Code) for each preschool site within this LEA.”

#### Rules and Guidelines

* This field is required *(Electronic File Data Submission Only)*
* A unique 14-character code consisting of digits (0-9) and capital English alphabet letters (A-Z)

### Staff ID

The Staff ID information field indicates that a unique identifier was assigned to a staff member by the local educational agency.

#### Where to Find It

Contractors are responsible for tracking the Staff ID internally for reporting purposes.

#### Rules and Guidelines

* This field is required
* Each staff member per preschool site must have a unique Staff ID; duplicate staff IDs are not allowed at the same preschool site
* Unique value (across the preschool site) from 1−50 characters

### Staff Last Name

The Staff Last Name information field indicates the family name of a staff member and is the name born in common by members of a person’s family, or the last name recognized as the formal and consistent last name given to a person after birth (e.g., birth, baptism, or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption, or name change).

#### Where to Find It

Contractors are responsible for tracking the staff’s last name internally for reporting purposes.

#### Rules and Guidelines

* This field is required
* This field must be between 1 and 255 characters
* Periods are not allowed in the last name field

### Staff First Name

The Staff First Name information field indicates the staff member’s given name and is the first name of the person which is given to a person after birth (e.g., birth, baptism, or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption, or name change).

#### Where to Find It

Contractors are responsible for tracking the staff’s first name internally for reporting purposes.

#### Rules and Guidelines

* This field is required
* This field must be between 1 and 255 characters
* Periods are not allowed in the First Name field

### Staff Middle Initial

The Staff Middle Initial information field indicates the staff member’s legal middle name initial is the first character of the second name of a person which is given to a person after birth (e.g., birth, baptism, or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption, or name change).

#### Where to Find It

Contractors are responsible for tracking the staff’s middle initial internally for reporting purposes.

#### Rules and Guidelines

* This field is optional
* Do not enter a period after the staff’s middle initial
* The maximum length of this field is one— the 1st character of the Staff’s Middle Name

### Staff Date of Birth

The Staff Date of Birth information field indicates the month, day, and year on which a person was born based on the Gregorian Calendar.

#### Where to Find It

Contractors are responsible for tracking the staff’s date of birth internally for reporting purposes.

#### Rules and Guidelines

* This field is required
* Provide the month, day, and year the Staff was born
* The Staff Date of Birth must be on or before the report period
* Must be formatted as MM/DD/YYYY

### Staff Gender

The Staff Gender information field indicates a coded value representing the person's gender. Gender is a person's actual sex or perceived sex and includes a person's perceived identity, appearance, or behavior, whether that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.

#### Where to Find It

Contractors are responsible for tracking the Staff Gender internally for reporting purposes.

See the [Gender Codes](#_Gender_Codes):

Rules and Guidelines

* This field is required
* The choices allowed in this field are as follows:
  + Female (Use code “F” in an electronic file)
  + Male (Use code “M” in an electronic file)
  + Non-Binary (Use code “X” in an electronic file)

### Staff Hispanic Ethnicity Indicator

The Staff Hispanic Ethnicity Indicator information field indicates whether or not a Staff member identifies oneself as having an ethnicity (how a person identifies oneself in the context of heritage, culture [i.e., religion, language, customs, music, etc.], lineage, or country of birth of the person or the person's ancestors; and is not nationality or race) of Hispanic. A “Y” would indicate that a Staff member has identified him or herself as having an ethnicity of Hispanic. An “N” would indicate that he or she does not.

#### Where to Find It

Contractors are responsible for tracking the staff’s Hispanic Ethnicity Indicator internally for reporting purposes.

#### Rules and Guidelines

* This field is Optional
* The choices allowed in this field are as follows:
  + Yes
  + No
  + No Response

### Staff Race

The Staff Race information field indicates the Race of the staff. The Race categories are from the questions asked by the U.S. Census Bureau and are defined as follows:

* **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
* **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, or Vietnam.
* **Black or African American:** A person having origins in any of the black racial groups of Africa.
* **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
* **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

#### Where to Find It

Contractors are responsible for tracking the staff’s races internally for reporting purposes.

See [Race Codes](#_Race_Codes):

#### Rules and Guidelines

* This information field is Optional
* Select multiple races of the staff use by control-click *(Manual Entry Submission Only)*
* When inputting multiple codes, separate each with a comma (*Electronic File Submission Only*)
* Do not include a space between codes (*Electronic File Submission Only*)

### Staff Role

The Staff Role information field indicates a coded value representing the Educational Service Job Classification. An Educational Service Job Classification is the classification of a specific occupation of a teacher or aide.

The options for Staff Role include:

* **Teacher**: The teacher means a person with the appropriate permit or credential issued by the California Commission on Teacher Credentialing who is designated as an instructor and responsible for management, curriculum implementation, and daily operations of a specific classroom. This individual oversees the educational activities, supports other classroom staff, and ensures that the learning environment meets established standards and goals.
* **Aide**: An individual specifically designated to assist within a classroom. This aide provides direct support to the classroom teacher and students, contributing to the educational and developmental goals of the classroom. The assigned aide may help with instructional activities, classroom management, and addressing the needs of individual students, ensuring a conducive learning environment.

Note: Only teachers and aides who are funded by the California State Preschool Program (CSPP) must be included in the monthly CAPSDAC data submission. This means you should report staff members directly involved in CSPP classrooms and activities who receive their salaries or wages from CSPP funds.

#### Where to Find It

Contractors are responsible for tracking the staff role internally for reporting purposes.

See the [Staff Role Codes](#_Staff_Role_Codes):

#### Rules and Guidelines

* This field is required
* Only one staff role is selected

### Staff Highest Degree

The Staff Highest degree field indicates the highest degree the staff has earned. A degree is any type of degree or honorary degree or title of any designation, mark, appellation, series of letters or words such as, but not limited to, associate, bachelor, master, doctor which signifies, purports, or is generally taken to signify satisfactory completion of the requirements of an academic, educational, technological, or professional program of study beyond the secondary school level or is an honorary title conferred for recognition of some meritorious achievement.

The options for Staff Highest Degree include:

* **Doctorate**: This is a Doctorate degree. This may be a Ph.D., Ed.D., M.D., etc. We refer to the degree in general terms as a Doctorate degree.
* **Special**: The Special Degree is used to indicate the completion of a Juris Doctor degree.
* **Master Plus 30**: A Master's Degree plus 30 or more additional semester units.
* **Master**: The same applies to the Master's degree as with the Associate and Bachelor's degree. This may be a MA, MS, Master of Education, etc. We refer to them in general terms as a Master's degree.
* **Fifth Year within BA**: The Fifth Year within the BA (BS, Bachelor of Education, Bachelor of Music, etc. are also applicable) is primarily used with out-of-state or out-of-country educators to indicate the completion of a minimum of 150 semester units of course work completed within the bachelor's degree program. Individuals who have completed the 150 semester units of course work within the bachelor's degree are considered to have completed the equivalent of the Fifth Year of Study.
* **Fifth Year Induction** - The Fifth Year Induction is used to indicate that the individual has completed an induction program through an approved induction program sponsor.
* **Fifth Year**: This is used primarily with out-of-state or out-of-country trained educators who have completed a minimum of 30 semester units of graduate level course work after the completion of the bachelor's degree and without being granted a Master's degree. We consider the completion of the 30 semester units as a Fifth Year of Study.
* **Baccalaureate Plus 30**: A Bachelor's Degree plus 30 or more additional semester units.
* **Baccalaureate**: The same applies to the Baccalaureate degree as with the Associate degree. This may be a BA, BS, Bachelor of Education, Bachelor of Music, etc. We refer to the degree in general terms as a Bachelor's degree.
* **Associate**: This is an Associate degree. The degree could be an AA, AS, AAS (Associate of Applied Sciences), or ASN (Associate of Science Nursing). The degree is indicated on the transcripts submitted by the applicant and the exact degree will vary by institution. We refer to the degree in general terms as an Associate degree.
* **None**: No degree indicated on the transcripts submitted.

#### Where to Find It

Contractors are responsible for tracking the staff’s highest degree internally for reporting purposes.

See the [Staff Highest Degree Codes](#_Degree_Codes):

#### Rules and Guidelines

* This field is required
* Select the highest level of education for this field
* Choose the certification that represents the staff's highest level of authorization or qualification

### Staff Years Experience in LEA

The Staff Years of Experience in LEA information field indicates a count of the years a "staff member" has been providing educational service for any schools within the reporting LEA.

#### Where to Find It

Contractors are responsible for tracking the staff’s years of experience in LEA internally for reporting purposes.

#### Rules and Guidelines

* This field is required
* Indicates the cumulative duration an individual has worked within this specific LEA
* This field must only contain non-negative integer numbers. Decimal values, fractions, and negative numbers are not allowed in this field
* If the staff has less than one year of experience, the number “0” should be entered
* This field cannot be greater than the Staff's current age minus 18 years.

### Staff Waiver

The Staff Waiver information field indicates the staff has received a local assignment waiver that is different from a permit or credential.

A local assignment waiver designates whether the indicated staff has received an educator assignment option that can be used when an LEA is unable to assign a certificated employee with the appropriate credential.

Authority cited: *Education Code (EC)* Section 44332

#### Where to Find It

Contractors are responsible for tracking the staff’s waiver status internally for reporting purposes.

#### Rules and Guidelines

* This field is required
* The choices allowed in this field are as follows:
  + Yes
  + No
* If the user selects “Yes” for the Staff Waiver field, then the SEID and Permit/Credential fields will become optional

### SEID

The SEID information field indicates the staff's California Statewide Educator Identifier (SEID) is a unique statewide identification number to be used by educational agencies when reporting to the CDE.

#### Where to Find It

Contractors are responsible for tracking SEID internally for reporting purposes.

#### Rules and Guidelines

* This field is semi-optional
* The SEID is unique to the educator and is assigned by Commission on Teacher Credentialing (CTC)
* The SEID is a ten (10) digits randomly generated, non-personally identifiable number
* If Staff Waiver is “Yes,” SEID is optional
* If Staff Waiver is “No,” and Staff role is “Teacher”, SEID is required
* If Staff Waiver is “No”, and Staff role is “Aide”, SEID is optional
* If Staff Permit/Credentials is “Permit/Credential Not Compliant,” SEID is optional

### Staff Permit/Credentials

The Staff Permit/Credentials information field indicates the staff’s highest level of permits and credentials.

A permit is issued by the (CTC), authorizing service in the care, development, and instruction of children in a childcare and development program.

A credential is issued by the CTC, authorizing teaching service in elementary school or a single subject credential in home economics, and 12 units in early childhood education and/or child development, or two years of experience in early childhood education or a childcare and development program.

Authority cited: *EC* Sections 8295, 8231, and 8240.

#### Where to Find It

Contractors are responsible for tracking permit/credentials internally for reporting purposes.

See the [Staff Permit/Credential Codes](#_Staff_Permit/Credential_Codes):

**Notes.**

Staff must meet the qualifications in subsection (a) or (b) to be considered a “teacher” in the CSPP.

* A permit issued by the CTC authorizing service in the care, development, and instruction of children in a childcare and development program. This can be any of the following permits:
  + Child Development Assistant Permit
  + Child Development Associate Teacher Permit (Note: this permit authorizes the holder to supervise Assistant Permit holders and an aide)
  + Child Development Teacher Permit
  + Child Development Master Teacher Permit
  + Child Development Site Supervisor Permit
  + Child Development Program Director Permit
  + Regular Children’s Center Instructional Permit
  + Limited Children’s Center Instructional Permit
  + Emergency Children’s Center Instructional Permit
  + Children’s Center Supervision Permit

A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school or a single subject credential, and 12 units in early childhood education and/or child development (ECE/CD) or two years of experience in early childhood education or a childcare and development program. This can be any of the following credentials or certificate:

* + CTC Credential
  + Temporary County Certificate
  + PK-3 ECE Specialist Instruction Credential

Note: Authority cited: *EC* Sections 8231,8240, 8295.

#### Rules and Guidelines

* This field is semi-optional
* If Staff Waiver is “Yes,” Staff Permit/Credentials is optional
* If Staff Waiver is “No,” and Staff role is “Teacher”, Staff Permit/Credentials is required
* If Staff Waiver is “No”, and Staff role is “Aide”, Staff Permit/Credentials is optional

### Classroom Assignments

The Classroom Assignments information field indicates the Classroom ID(s) to which this staff is assigned.

#### Where to Find It

Contractors are responsible for tracking classroom assignments internally for reporting purposes.

#### Rules and Guidelines

* This field is Optional. However, LEAs are advised to assign staff to classrooms when applicable. All Classrooms must have at least one (1) teacher assigned
* Do not include a space between codes
* Staff have to select at least one full-time or part-time enrollment classroom ID
* When inputting multiple classroom codes, separate each with a comma *(Electronic File Submission Only)*

## Child Record Fields Information

### Preschool CDS Code

The Preschool CDS Code information field indicates the County-District-School (CDS) code of the preschool site that is enrolling CSPP children.

#### Where to Find It

Contractors can find their sites’ “Preschool CDS Code” by navigating to the “LEA Actions” section on the CAPSDAC Dashboard and clicking on the “Child File Management,” “Staff File Management,” or “Classroom File Management” hyperlinks. Next, the user must click on the drop-down window titled “File Downloads” and click on the “[Download]” button next to the description that states, “Information (including CDS Code) for each preschool site within this LEA.”

#### Rules and Guidelines

* This field is required (*Electronic File Submission Only*)
* A unique 14-character code consisting of digits (0-9) and capital English alphabet letters (A-Z)

### Child ID

The Child ID information field indicates a unique identifier for a child assigned by a local educational agency.

#### Where to Find It

Contractors are responsible for tracking child ID internally for reporting purposes.

#### Rules and Guidelines

* This field is required
* A unique identifier assigned and managed by the preschool agency for each enrolled child. This ID must be meticulously developed and maintained by the agency to ensure individuality and streamline record-keeping for every child in the preschool program
* Unique value (across the preschool site) from 1−50 characters

### Child Last Name

The Child Last Name information field indicates the last name of the child receiving CSPP services through an agency’s CSPP contract with the Early Education Division (EED).

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, look in the box “Full Name of Child Including Middle Initial” in Section IV: Data on Children.

#### Rules and Guidelines

* This field is required
* Text from 1−255 characters
* Periods are not allowed in the Child Last Name field

### Child First Name

The Child First Name information field indicates the first name of the child receiving CSPP services through an agency’s CSPP contract with the EED.

#### Where to Find It

On the 9600 Form, or whichever documentation your agency uses for enrollment, look in the box “Full Name of Child Including Middle Initial” in Section IV: Data on Children

#### Rules and Guidelines

* This field is required
* Text from 1−255 characters
* Periods are not allowed in the Child First Name field

### Child Middle Initial

The Child Middle Initial information field indicates the middle initial of the child receiving CSPP services through an agency’s CSPP contract with the EED.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, look in the box “Full Name of Child Including Middle Initial” in Section IV: Data on Children

#### Rules and Guidelines

* This field is optional
* The maximum length of this field is one— the 1st character of the child’s Middle Name
* Do not enter a period after the middle initial

#### Frequently Asked Questions

**I do not know the middle initial for the child, or the child does not have one.**

If the child’s middle initial is not known, leave the field blank. Although this is an optional field, due to the high volume of duplicate names, it is advisable to request and report the middle initial of all children receiving CSPP services through an agency’s contract with the EED. This provides a method for agencies and the CDE to distinguish families and children across agencies.

### Child Gender

The Child Gender information field indicates the child's gender. Gender is a child’s actual sex or perceived sex and includes a person's perceived identity, appearance, or behavior, whether that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, look at the item “Gender” in Section IV, item 2.

See the [Gender Codes](#_Gender_Codes):

#### Rules and Guidelines

* This field is required
* The choices allowed in this field are as follows:
* Female (Use code “F” in an electronic file)
* Male (Use code “M” in an electronic file)
* Non-Binary (Use code “X” in an electronic file)

### Child Start Date of Enrollment

The Child Start Date of Enrollment information field indicates the month, day, and year the child was scheduled to receive subsidized services.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, look at the item "First Date of Subsidized Service" in Section VII.

#### Rules and Guidelines

* This field is required
* Must be formatted as MM/DD/YYYY
* This field cannot be earlier than the child’s date of birth
* This field cannot be after the current data submission period

### Child End Date of Enrollment

The Child End Date of Enrollment information field indicates the actual date on which the child disenrolls from CSPP services through an agency’s contract with the EED.

#### Where to Find It

Contractors are responsible for tracking the child’s end date of enrollment internally for reporting purposes.

#### Rules and Guidelines

* This field is semi-optional
* Must be formatted as MM/DD/YYYY
* This field must be left blank if the child is still enrolled
* This field cannot be before the Child’s Start Date of Enrollment
* This field must occur within the current data submission period

### Child Eligibility Status

The Eligibility Status information field is a field that lists all of the criteria in which a child is eligible for CSPP services. Only one eligibility status is allowed to be selected per child.

#### Where to Find It

On the 9600 Form, the Family Eligibility and Reason for Needing Service is on Section II of the first page.

Note: On the 9600 Form, Family Eligibility includes the following:

* Protective Services/At-risk (Child Eligibility)
* Current Aid Recipient
* Experiencing Homelessness
* Child(ren) with Disabilities (Child Eligibility)
* Means Tested Government Program(s)
* Income Eligible
* Neighborhood School Eligibility
* Up to 15% Over Income Threshold
* Early TK Enrollment

See the [Eligibility Codes](#_Eligibility_Codes):

#### Rules and Guidelines

* This field is required
* This field is restricted to allowing only one option to be chosen

### Child Date of Birth

The Child Date of Birth information field indicates the month, day, and year the child receiving CSPP services through an agency’s CSPP contract with the EED was born.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, look in the box “Birth Date” in Section IV: Data on Children.

#### Rules and Guidelines

* This field is required
* Must be formatted as MM/DD/YYYY

### Child Country of Birth

The Child Country of Birth information field indicates a coded value representing the Country an individual was born in. A Country is the territory occupied by a nation.

#### Where to Find It

Contractors are responsible for tracking a child’s country of birth internally for reporting purposes.

See the [Country Codes](#_Country_Codes):

#### Rules and Guidelines

* This information field is required

### Child State of Birth

The Child State of Birth information field indicates the State/Province where an individual was born. A State/Province is the territory occupied by one of the constituent administrative districts of a nation.

#### Where to Find It

Contractors are responsible for tracking a child’s state of birth internally for reporting purposes.

See the [State Codes](#_State_Codes):

#### Rules and Guidelines

* The field is semi-optional
* Required if the child’s Country of Birth value is “US” (United States), “MX” (Mexico), or “CA” (Canada); otherwise leave blank

### Child City of Birth

The Child City of Birth information field indicates the formal name of the city or town in which a person was born.

#### Where to Find It

Contractors are responsible for tracking a child’s city of birth internally for reporting purposes.

#### Rules and Guidelines

* This field is required

### Child Hispanic Ethnicity Indicator

The Child Hispanic Ethnicity Indicator information field indicates whether or not a child’s parent identifies the child as having an ethnicity (how a parent identifies the child in the context of: heritage, culture [i.e., religion, language, customs, music, etc.], lineage, or country of birth of the person or the person's ancestors; and is not nationality or race) of Hispanic. A “Y” would indicate that a child’s parent has identified the child as having an ethnicity of Hispanic. An “N” would indicate that he or she does not.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, look in the “Ethnicity” field in Section IV, item 5.

#### Rules and Guidelines

* This information field is optional
* This field has two options:
  + Yes
  + No
  + No Response

### Child Race

The Child’s Race information field indicates a child's Race Category. The race categories are from the questions asked by the U.S. Census Bureau and are defined as follows:

* **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
* **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, or Vietnam.
* **Black or African American:** A person having origins in any of the Black racial groups of Africa.
* **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
* **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, look in the “Race” field in Section IV, item 6.

See the [Race Codes](#_Race_Codes):

#### Rules and Guidelines

* This field is optional
* To select one or more races of a child, hold down the control button on your keyboard and click each desired option individually (*Manual Entry Submission Only*)
* When inputting multiple codes, separate each with a comma (*Electronic File Submission Only*)
* Do not include a space between codes (*Electronic File Submission Only*)

### Child Has IEP or IFSP

The Child Has IEP or IFSP information field indicates whether the child has an active Individualized Education Program (IEP), or Individual Family Service Plan (IFSP), under which the child receives special education services.

#### Where to Find It

Required exceptional needs documentation should be retained in the family file. Documentation must include a copy of an active IEP or IFSP. A copy of an active IEP or IFSP should be found in the child’s Family File.

See the [IEP or IFSP Codes](#_IEP_or_IFSP):

#### Rules and Guidelines

* This field is required
* This field has three options:
  + Yes, the child has an active IEP or IFSP
  + No, the child does not have an active IEP or IFSP
  + No, but the child was certified with an active IEP or IFSP in the last 24 months
    - This option must be used if the Eligibility Status for a child is “Children with Disabilities”, and they were certified with an active IEP; however, the IEP is no longer active during the submission period

### Child Date of Instrument

The Child Date of Instrument information field indicates when the Family Language Instrument was completed for this child at this facility.

#### Where to Find It

Contractors are responsible for tracking child date of instruments internally for reporting purposes.

#### Rules and Guidelines

* This field is required
* Must be formatted as MM/DD/YYYY *(Electronic File Data Submission Only)*
* This field cannot be before the child’s date of birth
* This field cannot be after the current data submission period
* If this child is dually enrolled in Transitional Kindergarten (TK) or Kindergarten (K) and is designated as an English Learner (EL) based on their ELPAC score, please use the date of their EL Designation. This normally falls within 30 days of the Date of Enrollment
* If the Family opted out of the Family Language Instrument, please input the value 11/11/1111

### Child Home Language(s)

The Child Home Language(s) information field indicates the language(s) used in the child’s home.

#### Where to Find It

If the child was determined to be a Dual Language Learner (DLL) based on their responses in the Family Language Instrument, this response is Question 4 in the Family Language and Interest Interview. A copy of the Family Language Instrument and Family Language and Interest Interview (if determined to be a DLL) should be found in the child’s Family File.

See the [Language Codes](#_Language_Codes):

#### Rules and Guidelines

Report the child’s home language(s).

* This information field is semi-optional
  + This field is required if the child is determined to be a Dual Language Learner
  + If the child was determined to be a Non-Dual Language Learner, this field must be English or blank
* To select one or more languages, hold down the control button on your keyboard and click each desired option individually *(Manual Entry Data Submission Only)*
* When inputting multiple codes, separate each with a comma *(Electronic File Data Submission Only)*
* Do not include a space between codes *(Electronic File Data Submission Only)*

### Child Most Used Language

The Child Most-Used Language information field indicates the child’s most-used or primarily spoken language.

#### Where to Find It

If the child was determined to be a Dual Language Learner (DLL) based on their responses in the Family Language Instrument, this response is Question 6 in the Family Language and Interest Interview. A copy of the Family Language Instrument and Family Language and Interest Interview (if determined to be a DLL) should be found in the child’s Family File.

See the [Language Codes](#_Language_Codes):

#### Rules and Guidelines

* This information field is semi-optional
  + This field is required if the child is determined to be a DLL
  + If the child is determined not a DLL, this field must be English or blank
* This field is restricted to allowing only one option to be chosen

### Child is Dual Language Learner

The Dual Language Learner (DLL) information field indicates if the child is a dual (or multiple) language learner.

#### Where to Find It

The Child Dual Language Learner status can be found in the Family Language Instrument.

**Notes:**

Determination of Dual Language Learner:

1. If a language other than English is the answer to questions 1, 3, or 4 of the Family Language Instrument, or
2. If the answers to the Family Language Instrument questions 1, 3, or 4 indicated English only, but program staff determine within 30 days, through child observations, that the child demonstrates they speak, respond to, or understand a language other than English, the contractor must share these observations with the family and review with the family the responses to the Family Language Instrument, updating as necessary to ensure proper designation.
3. Child is designated as an English learner in Transitional Kindergarten (TK) or Kindergarten (K) (only a possibility if the child is dually enrolled in CSPP and TK or K for Expanded Learning and Care and the CSPP has obtained this information from the parent or LEA).

#### Rules and Guidelines

* This field is required
* Select “Yes” if the child is a DLL
* Select “No” if the child is not a DLL
* If the child is designated as a DLL by a teacher, the Teacher Designation of DLL field must be completed

### Child is Dual Language Teacher Designated

The Teacher Designation of Dual Language Learner information field indicates that the child’s teacher made the designation of the child’s dual language learner status based on the teacher's observation of the child and not based on responses in the Family Language Instrument. Teacher Designation can only occur if the parent designated English only in the answers to the Family Language Instrument, but after 30 calendar days, through child observations, the child demonstrates they speak, respond to, or understand a language other than English, and the teacher has met with the parent or guardian but the parent or guardian refuses to update their answers to the Family Language Instrument. For more information on rules for Teacher Designation, please refer to the Management Bulletin (MB) 23-04 FAQs on the [PLIS Support Landing Page](https://www.cde.ca.gov/sp/cd/ci/plissupportlanding.asp).

#### Where to Find It

Contractors are responsible for tracking child is dual language teacher designated internally for reporting purposes.

#### Rules and Guidelines

* This field is semi-optional
  + This field is required if the child has been designated as a Dual Language Learner
  + This field must be blank if a child is not a dual language learner
* Select “Yes” in the “Teacher Designation of Dual Language Learner field if the teacher designated the child as a DLL based on the teacher’s observation of the child, and not based on responses in the Family Language Instrument
* Select “No” if the Teacher did not designate the child as a DLL or if the child was designated as a DLL based on responses in the Family Language Instrument

### Family Identification Case Number (FICN)

The Family Identification/Case Number (FICN) information field indicates a specific family receiving CSPP services through an agency’s contract with the EED. This is the unique identification or case number that an agency assigns to a family receiving CSPP services through an agency’s contract with the EED.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, the FICN is located in a box on the top right corner of the first page.

#### Rules and Guidelines

* This field is required
* Maximum 15 characters; at least one character is required
* The field must contain only letters and/or numbers.

### Family Size

The Family Size information field indicates the number of family members used to determine income eligibility and assess an appropriate family fee.

#### Where to Find It

On the 9600 Form, the Family Size on Section III of the first page.

**Note:** On the 9600 Form, or on the documentation your agency uses for enrollment, Family Size:

C. Family size (See “Contract Terms and Conditions” for instructions on calculating family size).

#### Rules and Guidelines

* This field is required
* Only integer values between 1 and 20 are allowed for this field
* The “Family Size” field must be set to 1 when the child is in foster care and designates themselves as the Head-of-Household and does not have siblings; however, when a child and that child’s siblings are living in a family that does not include their biological or adoptive parent, “family” shall be considered the child and related siblings
* The "Family Size" field must be set to greater than or equal to 2 when there is no second Head-of-Household listed in order to accurately represent a household consisting of a single head
* The “Family Size” field must be set to a value greater than or equal to 3 when a second Head-of-Household is added for the child record

### Family Monthly Income

The Family Monthly Income information field indicates the total adjusted gross monthly income used in determining a family’s eligibility to receive CSPP services through an agency’s contract with the EED.

Monthly family income is verified income. This information is provided by the individual applying for CSPP services through an agency’s contract with the EED and is documented on the 9600 Form.

#### Where to Find It

On the 9600 Form, Family Adjusted Gross Monthly Income and Size is located on Section III of the first page.

**Note:** On the 9600 Form, or on the documentation your agency uses for enrollment, Section III. Family Adjusted Gross Monthly Income and Size:

1. Family monthly income. The family’s adjusted monthly income from all resources.

#### Rules and Guidelines

* This field is required
* Income must be in the range 0−999999
* Must be a whole integer indicating the dollars per month; cannot includes decimal points or commas; Please round to the nearest whole dollar amount and always round down
* Do not include decimals, commas, or any non-digits

### CalWORKs Recipient

The California Work Opportunity and Responsibility for Kids (CalWORKs) is California’s welfare program to assist eligible needy families. The program is partially funded through a block grant from the federal government’s Temporary Assistance for Needy Families (TANF) program. This information field indicates whether the family receives any CalWORKs services.

**Notes**: The options for the CalWORKs information field include whether the family receives any of the following:

* 01 - Adult(s) and Child(ren) Cash Aid
* 02 - Child(ren) Cash Aid
* 03 - Diversion Services
* 04 - Not Applicable

Families who are receiving payments through the “State-only alien and two-parent programs for CalWORKs recipients” are **not** considered TANF/CalWORKs Cash Aid Recipients, and therefore should **not** be counted in this section. To determine which category applies to this family, check the 9600 Form, Section III: Family Adjusted Gross Monthly Income and Size for the report period. If the family has the “State-only and two-parent programs for CalWORKs recipients” box checked, the family is not considered a TANF/CalWORKs Cash Aid Recipient; agencies should select “No” for this information field. If this family has the “Cash or other assistance under Title IV of the Social Security Act (TANF)” box checked, agencies should select “Yes” for this information field.

#### Where to Find It

* On the 9600 Form, or on the documentation your agency uses for enrollment, confirm that the “Cash or other assistance under Title IV of the Social Security Act (TANF)” box is checked in Section III: Family Adjusted Gross Monthly Income and Size **or**
* On the CDE Notice of Action (CD-7617 form), confirm that the box “Current Aid Recipient” is checked in the “Family Eligibility Section.”

**Note:** Check to see if the family has a subsequent Notice of Action on file (not the initial notice) that applies to the report period (i.e., completed on or before the report period, as indicated by the effective date of action). If such a Notice of Action is on file and the TANF status has changed, enter the updated information. There should also be documentation in the family file indicating the receipt of cash aid, such as a notice from the county welfare department or a stub showing the monthly warrant amount.

See the [CalWORKs Recipient Codes](#_CalWORKs_Recipient_Codes)

#### Rules and Guidelines

* This field is required
* This field is restricted to allowing only one option to be chosen

### Reason for Needing Services

The Reason for Needing Services information field lists all the reasons a family qualifies for needing CSPP services. Only one reason for needing service is allowed to be selected per family.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, determine the primary reason from the boxes checked in Section II: Reason for Needing Service

**Note:** Section II: Reason for Needing Services is not applicable to Part-Day CSPP. See Rules and Guidelines below.

The Reasons for Needing Services options include the following:

* Homeless
* Working
* CPS or At-Risk
* Parent/caretaker incapacitated
* Education or training
* Actively seeking employment
* Seeking permanent housing
* No Need (Including Part-Day)
* Qualified Neighborhood School

See the [Reason for Needing Service Codes](#_Reasons_for_Needing)

#### Rules and Guidelines

* This field is required
* This field is restricted to allowing only one option to be chosen

### Head of Household Last Name 1

The Head of Household Last Name1 information field indicates the last name of the first Parent/Guardian contact listed for a student. This may or may not be the Parent/Guardian's legal last name. If the child is in foster care or in an informal custody situation without a legal parent or guardian, the child would be the head of household.

#### Where to Find It

Contractors are responsible for tracking Head of Household Last Name 1 internally for reporting purposes. On the 9600 Form, or on the documentation your agency uses for enrollment, Section I, Box A: “Name of parent/caretaker (full name, including middle initial”.

#### Rules and Guidelines

* This field is required
* Text from 1−100 characters
* Can consist of English alphabet letters, spaces, apostrophes, and/or hyphens

### Head of Household First Name 1

Head of Household First Name1 information field indicates the first name of the first Parent/Guardian contact listed for a student. This may or may not be the Parent/Guardian's legal first name. If the child is in foster care or in an informal custody situation without a legal parent or guardian, the child would be the head of household.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, Section I, Box A: “Name of parent/caretaker (full name, including middle initial”.

#### Rules and Guidelines

* This field is required
* Text from 1−100 characters
* Can consist of English alphabet letters, spaces, apostrophes, and/or hyphens

### Head of Household Middle Initial 1

Head of Household Middle Initial 1 information field indicates the middle name initial of the first Parent/Guardian contact listed for a student.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, Section I, Box A: “Name of parent/caretaker (full name, including middle initial.”

#### Rules and Guidelines

For agencies:

* The information field is optional
* The maximum length of this field is one— the 1st character of the Head of Household’s Middle Name
* Do not enter a period after the middle initial

### Head of Household Education 1

Head of Household Education 1 field indicates the highest educational level attained by the Head of Household. The Head of Household Education 1 is the highest level of education completed by an individual, including equivalency certificates. The reference set item values are ranked in order, from lowest to highest education level.

#### Where to Find It

Contractors are responsible for tracking Head of Household Education 1

internally for reporting purposes.

See [Education Codes](#_Education_Codes)

#### Rules and Guidelines

For agencies:

* This field is required
* This field is restricted to allowing only one option to be chosen.
* If the child is listed as the Head of Household, “Decline to State” must be selected

### Head of Household Last Name 2

The Head of Household Last Name 2 information field indicates the last name of the second Parent/Guardian contact listed for a student.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, Section I, Box B: “Name of parent/caretaker (full name, including middle initial”.

#### Rules and Guidelines

For agencies:

* This field is optional
* The maximum length of this field is one— the 1st character of the Head of Household’s Middle Name
* Do not enter a period after the middle initial

### Head of Household First Name 2

The Head of Household First Name 2 information field indicates the first name of the second Parent/Guardian contact listed for a student. This may or may not be the Parent/Guardian's legal name.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, Section I, Box A: “Name of parent/caretaker (full name, including middle initial”.

#### Rules and Guidelines

* This field is optional
* Text from 1−100 characters
* Can consist of English alphabet letters, spaces, apostrophes, and/or hyphens

### Head of Household Middle Initial 2

The Head of Household Middle Initial 2 information field indicates the middle name initial of the second Parent/Guardian contact listed for a student.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, Section I, Box A: “Name of parent/caretaker (full name, including middle initial”.

#### Rules and Guidelines

* The field is optional
* The maximum length of this field is one— the 1st character of the Head of Household’s Middle Name
* Do not enter a period after the middle initial

### Head of Household Education 2

The Head of Household Education 2 information field indicates the highest educational level of Parent/Guardian 2. The Highest Educational Level is the highest level of education completed by an individual, including equivalency certificates. The reference set item values are ranked in order, from lowest to highest education level.

#### Where to Find It

Contractors are responsible for tracking the Head of Household Education 2 internally for reporting purposes.

See the [Education Codes](#_Education_Codes)

#### Rules and Guidelines

* This field is optional
* This field is restricted to allowing only one option to be chosen

### Written Communication Preference

The Written Communication Preference information field indicates the family’s preferred language for written communication.

#### Where to Find It

If the child was determined to be a Dual Language Learner based on their responses in the Family Language Instrument, this response is Question 7 in the Family Language and Interest Interview. A copy of the Family Language Instrument and Family Language and Interest Interview (if determined to be a DLL) should be found in the child’s Family File.

See the [Language Codes](#_Language_Codes)

#### Rules and Guidelines

* This field is required if the child is determined to be a DLL. This field is semi-optional if the child is determined to be non-DLL
* This field is restricted to allowing only one option to be chosen
* If the child is a non-DLL, this field must be English or left blank

### Verbal Communication Preference

The Verbal Communication Preference information field indicates the family’s preferred language for verbal communication.

#### Where to Find It

If the child was determined to be a Dual Language Learner based on their responses in the Family Language Instrument, this response is Question 8 in the Family Language and Interest Interview. A copy of the Family Language Instrument and Family Language and Interest Interview (if determined to be a DLL) should be found in the child’s Family File.

See the [Language Codes](#_Language_Codes)

#### Rules and Guidelines

* This field is required if the child is determined to be a Dual Language Learner
* This field is semi-optional if the child is determined to be non-DLL
* This field is restricted to allowing only one option to be chosen
* If the child is a non-DLL, this field must be English or left blank

### Home Address Line 1

The Home Address Line 1 information field indicates the address where the child’s family resides. This line of the address consists of any of the following components (as outlined in the United States Postal Service Postal Addressing Standards): Primary Number, Predirectional, Street Name, Street Suffix, Postdirectional, Secondary Unit Name, Secondary Unit Number, Post Office Box (in lieu of and not in addition to above listed categories).

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, this is in Section I, under “Street Address”.

**Note:** Check to see if the family has a subsequent Notice of Action on file (not the initial notice) that applies to the report period (i.e., completed on or before the report period as indicated by the Effective Date of Action). If such a Notice of Action is on file, enter the updated information that reflects the child’s current street address.

#### Rules and Guidelines

* This field is required
* Value must be between 1–100 characters
* Abbreviated street names are not allowed

### Home Address Line 2

The Home Address Line 2 information field indicates the address where the child’s family resides. This line address typically consists of any components that will not fit on the Home Address Line 1 (usually components such as Secondary Unit Name and Number). This line may also contain non-standard components as necessary (e.g., “attention: John Smith.”) An address may require more than one supplementary line, depending on the necessary components. For instance, a supplementary line may be necessary for a personal mailbox. A supplemental line of an individual's address where mail is received.

#### Where to Find It

Contractors are responsible for tracking the Home Address Line 2 internally for reporting purposes.

**Note:** Check to see if the family has a subsequent Notice of Action on file (not the initial notice) that applies to the report period (i.e., completed on or before the report period as indicated by the Effective Date of Action). If such a Notice of Action is on file, enter the updated information that reflects the CSPP provider's current street address.

#### Rules and Guidelines

* This field is optional
* Value must be between 1–100 characters
* Abbreviated street names are not allowed

### Home City

The Home City information field indicates the formal name of the city or town where the child’s family resides. This is a component of the standardized last line of an address (as outlined in the United States Postal Service Postal Addressing Standards).

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, this is in Section I, under “City”.

#### Rules and Guidelines

* This field is required
* Value must be between 1–100 characters

### Home State

The Home State information field indicates the State/Province in an address where the child’s family resides. A State/Province is the territory occupied by one of the constituent administrative districts in the United States, Mexico, or Canada.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, this is in Section I, under “State”.

See the [State Codes](#_State_Codes)

#### Rules and Guidelines

* This field is required
* This field is restricted to allowing only one option to be chosen
* This field is restricted to U.S. States, Provinces, or Territories.

### Home ZIP Code

The Home ZIP Code information field indicates the ZIP code is used for the location where mail is sent or received, inclusive of the four (4) digit ZIP code extension. This is a coding system used by the United States Postal Service to group addresses. This is a component of the standard last line of an address.

**Note**: Contractors are required to provide the full zip code with the extension whenever available. If the extension is not available, the five-digit zip code will be accepted.

#### Where to Find It

On the 9600 Form, or on the documentation your agency uses for enrollment, this is in Section I, under “Zip”.

**Note:** Check to see if the family has a subsequent Notice of Action on file (not the initial notice) that applies to the report period (i.e., completed on or before the report month as indicated by the Effective Date of Action). If such a Notice of Action is on file, enter the updated information.

#### Rules and Guidelines

* This field is required
* This field must follow the standard format of either five digits (e.g., 95630) or five digits, a hyphen, and four more digits (e.g., 95630-4529)
* The total length of this field must be either 5 digits (e.g., 95630) or 10 characters, including a hyphen (e.g., 95630-4529)
* This field is restricted to ZIP Codes located within U.S. States, Provinces, or Territories

### Mailing Address Line 1

The Mailing Address Line 1 information field indicates the mailing address of the family if it is different from the Home Address. This address consists of any of the following components (as outlined in the United States Postal Service Postal Addressing Standards): Primary Number, Predirectional, Street Name, Street Suffix, Postdirectional, Secondary Unit Name, Secondary Unit Number, Post Office Box (in lieu of and not in addition to above listed categories).

#### Where to Find It

Contractors are responsible for tracking a family’s Mailing Address (if available) for reporting purposes.

#### Rules and Guidelines

* This field is optional
* This field should only be entered if the Mailing Address differs from the Home Address
* Abbreviated street names are not allowed

### Mailing Address Line 2

The Mailing Address Line 2 information field indicates the Mailing Address Line 2 of the family if it is different from the Home Address. This address typically consists of any components that will not fit on the Mailing Address Line 1 (usually components such as Secondary Unit Name and Number). This line may also contain non-standard components as necessary (e.g., “attention: John Smith.”) An address may require more than one supplementary line, depending on the necessary components. For instance, a supplementary line may be necessary for a personal mailbox. A supplemental line of an individual's address where mail is received.

#### Where to Find It

Contractors are responsible for tracking a family’s Mailing Address (if available) for reporting purposes.

#### Rules and Guidelines

* This field is optional
* This field should only be entered if the Mailing Address differs from the Home Address
* Abbreviated street names are not allowed

### Mailing City

The Mailing City information field indicates the mailing city of the family, if it is different from the Home Address. This field is the formal name of the city or town where mail is sent or received.

#### Where to Find It

Contractors are responsible for tracking a family’s Mailing City (if available) for reporting purposes.

#### Rules and Guidelines

* This field is optional
* This field should only be entered if the Mailing Address differs from the Home Address

### Mailing State

The Mailing State information fields the State/Province in a mailing address. A State/Province is the territory occupied by one of the constituent administrative districts in the United States, Mexico, or Canada.

#### Where to Find It

Contractors are responsible for tracking the families Mailing State internally for reporting purposes.

See the [State Codes](#_State_Codes)

#### Rules and Guidelines

* This field is optional
* This field should only be entered if the families Mailing Address and State differs from the Home Address and State
* This field is restricted to only allowing one option to be chosen
* This field is restricted to U.S. States, Provinces, or Territories.

### Mailing ZIP Code

The Mailing ZIP Code information field indicates the ZIP code used for the location where mail is received, inclusive of the four (4) digit ZIP code extension. This is a coding system used by the United States Postal Service to group addresses. This is a component of the standard last line of an address.

**Note**: Contractors are required to provide the full zip code with the extension whenever available. If the extension is not available, the five-digit zip code will be accepted.

#### Where to Find It

Contractors are responsible for tracking the families Mailing Zip internally for reporting purposes.

#### Rules and Guidelines

* This field is required
* This field must follow the standard format of either five digits (e.g., 95630) or five digits, a hyphen, and four more digits (e.g., 95630-4529)
* The total length of this field must be either 5 digits (e.g., 95630) or 10 characters, including a hyphen (e.g., 95630-4529)
* This field is restricted to ZIP Codes located within U.S. States, Provinces, or Territories

### Services Type

The Services Type information field indicates if the child is enrolled in Direct Services Full-Day, Direct Services Part-Day, Subcontracted Services Full-Day, and Subcontracted Services Part-Day.

#### Where to Find It

Contractors are responsible for tracking the child’s service type internally for reporting purposes.

See the [Service Type Codes](#_Service_Type_Codes)

#### Rules and Guidelines

* This field is required
* This field is restricted to allowing only one option to be chosen
* For children enrolled in a Family Child Care Home, the setting type selected must be “Subcontracted Services”

### Full-Time Enrollments

The Full-Time Enrollments information field indicates whether a child was enrolled in a classroom for Full-Time services during a specified submission period. “Full-time” indicated the preschool services certified for a child for 25 or more hours per week pursuant to *EC* Section 8205 (af).

#### Where to Find It

On the most current Notice of Action, look for the most recent certified schedule for updated Family Fee information.

#### Rules and Guidelines

* This field is semi-optional
* A child cannot be enrolled in both a Full-Time and a Part-Time Classroom during the same data submission period.
* Child has to select at least one Full-time or Part-time classroom ID

### Part-Time Enrollments

The Part-Time Enrollments information field indicates whether a child was enrolled in a classroom for Part-Time services during a specified report period. “Part-Time” indicated the preschool services certified for a child for fewer than 25 hours per week pursuant to *EC* Section 8205 (af).

#### Where to Find It

On the most current Notice of Action, look for the most recent certified schedule for updated Family Fee information.

#### Rules and Guidelines

* This field is semi-optional
* The child cannot have the same classroom as both a Full-Time and Part-Time selection
* To select one or more options, hold down the control button on your keyboard and click each desired option individually (*Manual Entry Submission Only*)
* When inputting multiple codes, separate each with a comma *(Electronic File Data Submission Only)*
* Do not include a space between codes *(Electronic File Data Submission Only)*

## Information Field Tables & Codes

### CalWORKs Recipient Codes

| Code | Description |
| --- | --- |
| 1 | Adult(s) and Child(ren) Cash Aid |
| 2 | Child(ren) Cash Aid |
| 3 | Diversion Services |
| 4 | Not Applicable |

### Country Codes

| Code | Description |
| --- | --- |
| US | United States |
| UM | United States Minor Outlying Islands |
| AF | Afghanistan |
| AX | Åland Islands |
| AL | Albania |
| DZ | Algeria |
| AS | American Samoa |
| AD | Andorra |
| AO | Angola |
| AI | Anguilla |
| AQ | Antarctica |
| AG | Antigua and Barbuda |
| AR | Argentina |
| AM | Armenia |
| AW | Aruba |
| AC | Ascension Island |
| AU | Australia |
| AT | Austria |
| AZ | Azerbaijan |
| BS | Bahamas |
| BH | Bahrain |
| BD | Bangladesh |
| BB | Barbados |
| BY | Belarus |
| BE | Belgium |
| BZ | Belize |
| BJ | Benin |
| BM | Bermuda |
| BT | Bhutan |
| BO | Bolivia, Plurinational |
| BQ | Bonaire, Sint Eustatius and Saba |
| BA | Bosnia and Herzegovina |
| BW | Botswana |
| BV | Bouvet Island |
| BR | Brazil |
| IO | British Indian Ocean Territory |
| BN | Brunei Darussalam |
| BG | Bulgaria |
| BF | Burkina Faso |
| BI | Burundi |
| KH | Cambodia |
| CM | Cameroon |
| CA | Canada |
| CV | Cape Verde |
| KY | Cayman Islands |
| CF | Central African Republic |
| TD | Chad |
| CL | Chile |
| CN | China |
| CX | Christmas Island |
| CP | Clipperton Island |
| CC | Cocos (Keeling) Islands |
| CO | Colombia |
| KM | Comoros |
| CG | Congo |
| CD | Congo, The Democratic Republic of the |
| CK | Cook Islands |
| CR | Costa Rica |
| CI | Côte D'Ivoire |
| HR | Croatia |
| CU | Cuba |
| CW | Curaçao |
| CY | Cyprus |
| CZ | Czech Republic |
| DK | Denmark |
| DG | Diego Garcia |
| DJ | Djibouti |
| DM | Dominica |
| DO | Dominican Republic |
| EC | Ecuador |
| EG | Egypt |
| SV | El Salvador |
| GQ | Equatorial Guinea |
| ER | Eritrea |
| EE | Estonia |
| ET | Ethiopia |
| EU | European Union |
| FK | Falkland Islands (Malvinas) |
| FO | Faroe Islands |
| FJ | Fiji |
| FI | Finland |
| FR | France |
| FX | France, Metropolitan |
| GF | French Guiana |
| PF | French Polynesia |
| TF | French Southern Territories |
| GA | Gabon |
| GM | Gambia |
| GE | Georgia |
| DE | Germany |
| GH | Ghana |
| GI | Gibraltar |
| GR | Greece |
| GL | Greenland |
| GD | Grenada |
| GP | Guadeloupe |
| GU | Guam |
| GT | Guatemala |
| GG | Guernsey |
| GN | Guinea |
| GW | Guinea-Bissau |
| GY | Guyana |
| HT | Haiti |
| HM | Heard Island and Mcdonald Islands |
| VA | Holy See (Vatican City State) |
| HN | Honduras |
| HK | Hong Kong |
| HU | Hungary |
| IS | Iceland |
| IN | India |
| ID | Indonesia |
| IR | Iran, Islamic Republic of |
| IQ | Iraq |
| IE | Ireland |
| IM | Isle Of Man |
| IL | Israel |
| IT | Italy |
| JM | Jamaica |
| JP | Japan |
| JE | Jersey |
| JO | Jordan |
| KZ | Kazakhstan |
| KE | Kenya |
| KI | Kiribati |
| KP | Korea, Democratic People's Republic of |
| KR | Korea, Republic of |
| KW | Kuwait |
| KG | Kyrgyzstan |
| LA | Lao People'S Democratic Republic |
| LV | Latvia |
| LB | Lebanon |
| LS | Lesotho |
| LR | Liberia |
| LY | Libyan Arab Jamahiriya |
| LI | Liechtenstein |
| LT | Lithuania |
| LU | Luxembourg |
| MO | Macao |
| MK | Macedonia, The Former Yugoslav Republic of |
| MG | Madagascar |
| MW | Malawi |
| MY | Malaysia |
| MV | Maldives |
| ML | Mali |
| MT | Malta |
| MH | Marshall Islands |
| MQ | Martinique |
| MR | Mauritania |
| MU | Mauritius |
| YT | Mayotte |
| MX | Mexico |
| FM | Micronesia, Federated States of |
| MD | Moldova, Republic of |
| MC | Monaco |
| MN | Mongolia |
| ME | Montenegro |
| MS | Montserrat |
| MA | Morocco |
| MZ | Mozambique |
| MM | Myanmar |
| NA | Namibia |
| NR | Nauru |
| NP | Nepal |
| NL | Netherlands |
| NC | New Caledonia |
| NZ | New Zealand |
| NI | Nicaragua |
| NE | Niger |
| NG | Nigeria |
| NU | Niue |
| NF | Norfolk Island |
| MP | Northern Mariana Islands |
| NO | Norway |
| OM | Oman |
| PK | Pakistan |
| PW | Palau |
| PS | Palestinian Territory, Occupied |
| PA | Panama |
| PG | Papua New Guinea |
| PY | Paraguay |
| PE | Peru |
| PH | Philippines |
| PN | Pitcairn |
| PL | Poland |
| PT | Portugal |
| PR | Puerto Rico |
| QA | Qatar |
| RE | Reunion |
| RO | Romania |
| RU | Russian Federation |
| RW | Rwanda |
| BL | Saint Barthelemy |
| SH | Saint Helena, Ascension and Tristan Da Cunha |
| KN | Saint Kitts and Nevis |
| LC | Saint Lucia |
| MF | Saint Martin |
| PM | Saint Pierre and Miquelon |
| VC | Saint Vincent and the Grenadines |
| WS | Samoa |
| SM | San Marino |
| ST | Sao Tome and Principe |
| SA | Saudi Arabia |
| SN | Senegal |
| RS | Serbia |
| SC | Seychelles |
| SL | Sierra Leone |
| SG | Singapore |
| SK | Slovakia |
| SI | Slovenia |
| SB | Solomon Islands |
| SO | Somalia |
| ZA | South Africa |
| GS | South Georgia and the South Sandwich Islands |
| SS | South Sudan |
| ES | Spain |
| LK | Sri Lanka |
| SD | Sudan |
| SR | Suriname |
| SJ | Svalbard and Jan Mayen |
| SZ | Swaziland |
| SE | Sweden |
| CH | Switzerland |
| SY | Syrian Arab Republic |
| TW | Taiwan, Province of China |
| TJ | Tajikistan |
| TZ | Tanzania, United Republic of |
| TH | Thailand |
| TL | Timor-Leste |
| TG | Togo |
| TK | Tokelau |
| TO | Tonga |
| TT | Trinidad and Tobago |
| TA | Tristan Da Cunha |
| TN | Tunisia |
| TR | Turkey |
| TM | Turkmenistan |
| TC | Turks and Caicos Islands |
| TV | Tuvalu |
| UG | Uganda |
| UA | Ukraine |
| AE | United Arab Emirates |
| GB | United Kingdom |
| US | United States |
| UM | United States Minor Outlying Islands |
| UY | Uruguay |
| UZ | Uzbekistan |
| VU | Vanuatu |
| VE | Venezuela, Bolivarian |
| VN | Viet Nam |
| VG | Virgin Islands, British |
| VI | Virgin Islands, U.S. |
| WF | Wallis and Futuna |
| EH | Western Sahara |
| YE | Yemen |
| ZM | Zambia |
| ZW | Zimbabwe |
| UU | Unknown |

### Degree Codes

| Code | Description |
| --- | --- |
| A | Doctorate |
| B | Special |
| C | Master Plus 30 |
| D | Master |
| E | Fifth Year within BA |
| F | Fifth Year Induction |
| G | Fifth Year |
| H | Baccalaureate Plus 30 |
| I | Baccalaureate |
| J | Associate |
| K | None |

### Education Codes

| Code | Description |
| --- | --- |
| 10 | Graduate Degree or Higher |
| 11 | College Graduate |
| 12 | Some College or Associate's Degree |
| 13 | High School Graduate |
| 14 | Not a High School Graduate |
| 15 | Decline to State |

### Eligibility Codes

| Code | Description |
| --- | --- |
| A | Homeless (Experiencing Homelessness) |
| B | Income Eligible |
| C | Protective Services (CPS/At-Risk) |
| D | Qualified Neighborhood School |
| E | Current Aid Recipient (Cash Aid) |
| F | Children with Disabilities (Exceptional Needs) |
| G | Government Programs Categorical Eligibility |
| H | Early Enrollment TK Eligibility |

### Gender Codes

| Code | Description |
| --- | --- |
| F | Female |
| M | Male |
| X | Non-Binary |

### IEP or IFSP Codes

| Code | Description |
| --- | --- |
| 1 | Yes, the child has an active IEP or IFSP |
| 2 | No, the child has no IEP or IFSP |
| 3 | No, but the child was certified with an active IEP or IFSP in the last 24 months |

### Language Codes

| Code | Description |
| --- | --- |
| aar | Afar |
| abk | Abkhazian |
| ace | Achinese |
| ach | Acoli |
| ada | Adangme |
| ady | Adyghe; Adygei |
| afa | Afro-Asiatic languages |
| afr | Afrikaans |
| ain | Ainu |
| aka | Akan |
| alb | Albanian |
| ale | Aleut |
| alg | Algonquian languages |
| alt | Southern Altai |
| amh | Amharic |
| anp | Angika |
| apa | Apache languages |
| ara | Arabic |
| arc | Official Aramaic (700-300 BCE); Imperial Aramaic (700-300 BCE) |
| arg | Aragonese |
| arm | Armenian |
| arn | Mapudungun; Mapuche |
| arp | Arapaho |
| arw | Arawak |
| ase | American Sign Language |
| asm | Assamese |
| ast | Asturian; Bable; Leonese; Asturleonese |
| ath | Athapascan languages |
| aus | Australian languages |
| ava | Avaric |
| awa | Awadhi |
| aym | Aymara |
| aze | Azerbaijani |
| bad | Banda languages |
| bai | Bamileke languages |
| bak | Bashkir |
| bal | Baluchi |
| bam | Bambara |
| ban | Balinese |
| baq | Basque |
| bas | Basa |
| bat | Other Baltic languages |
| bej | Beja; Bedawiyet |
| bel | Belarusian |
| bem | Bemba |
| ben | Bengali |
| ber | Berber languages |
| bho | Bhojpuri |
| bih | Bihari languages |
| bik | Bikol |
| bin | Bini; Edo |
| bis | Bislama |
| bla | Siksika |
| bnt | Bantu languages |
| bos | Bosnian |
| bra | Braj |
| bre | Breton |
| btk | Batak languages |
| bua | Buriat |
| bug | Buginese |
| bul | Bulgarian |
| bur | Burmese |
| byn | Blin; Bilin |
| cad | Caddo |
| cai | Central American Indian languages |
| car | Galibi Carib |
| cat | Catalan; Valencian |
| cau | Caucasian languages |
| ceb | Cebuano (Bisayan, Visayan) |
| cel | Celtic languages |
| cha | Chamorro (Guamanian) |
| che | Chechen |
| chi | Chinese (Other Chinese languages) |
| chk | Chuukese |
| chm | Mari |
| chn | Chinook jargon |
| cho | Choctaw |
| chp | Chipewyan; Dene Suline |
| chr | Cherokee |
| chv | Chuvash |
| chy | Cheyenne |
| cld | Chaldean Neo-Aramaic (Chaldean) |
| cmc | Chamic languages |
| cmn | Mandarin (Putonghua, Guoyu) |
| cor | Cornish |
| cos | Corsican |
| cpe | Creoles and pidgins, English based |
| cpf | Creoles and pidgins, French-based |
| cpp | Creoles and pidgins, Portuguese-based |
| cre | Cree |
| crh | Crimean Tatar; Crimean Turkish |
| crp | Creoles and pidgins |
| csb | Kashubian |
| cus | Cushitic languages |
| cze | Czech |
| dak | Dakota |
| dan | Danish |
| dar | Dargwa |
| day | Land Dayak languages |
| del | Delaware |
| den | Slave (Athapascan) |
| dgr | Dogrib |
| din | Dinka |
| div | Divehi; Dhivehi; Maldivian |
| doi | Dogri |
| dra | Dravidian languages |
| dsb | Lower Sorbian |
| dua | Duala |
| dut | Dutch; Flemish |
| dyu | Dyula |
| dzo | Dzongkha |
| efi | Efik |
| eka | Ekajuk |
| eng | English |
| epo | Esperanto |
| est | Estonian |
| ewe | Ewe |
| ewo | Ewondo |
| fan | Fang |
| fao | Faroese |
| fat | Fanti |
| fij | Fijian |
| fil | Filipino; Pilipino |
| fin | Finnish |
| fiu | Finno-Ugrian languages |
| fon | Fon |
| fre | French |
| frr | Northern Frisian |
| frs | Eastern Frisian |
| fry | Western Frisian |
| ful | Fulah |
| fur | Friulian |
| gaa | Ga |
| gay | Gayo |
| gba | Gbaya |
| gem | Germanic languages |
| geo | Georgian |
| ger | German |
| gil | Gilbertese |
| gla | Gaelic; Scottish Gaelic |
| gle | Irish |
| glg | Galician |
| glv | Manx |
| gon | Gondi |
| gor | Gorontalo |
| grb | Grebo |
| gre | Greek, Modern (1453-) |
| grn | Guarani |
| gsw | Swiss German; Alemannic; Alsatian |
| guj | Gujarati |
| gwi | Gwich'in |
| hai | Haida |
| hat | Haitian; Haitian Creole |
| hau | Hausa |
| haw | Hawaiian |
| heb | Hebrew |
| her | Herero |
| hil | Hiligaynon |
| him | Himachali languages; Western Pahari languages |
| hin | Hindi |
| hit | Hittite |
| hmn | Hmong; Mong |
| hmo | Hiri Motu |
| hrv | Croatian |
| hsb | Upper Sorbian |
| hsi | Home Signs |
| hun | Hungarian |
| hup | Hupa |
| iba | Iban |
| ibo | Igbo |
| ice | Icelandic |
| iii | Sichuan Yi; Nuosu |
| ijo | Ijo languages |
| iku | Inuktitut |
| ilo | Iloko (Ilocano) |
| inc | Indic languages |
| ind | Indonesian |
| ine | Indo-European languages |
| inh | Ingush |
| ipk | Inupiaq |
| ira | Iranian languages |
| iro | Iroquoian languages |
| ita | Italian |
| jav | Javanese |
| jpn | Japanese |
| jpr | Judeo-Persian |
| jrb | Judeo-Arabic |
| kaa | Kara-Kalpak |
| kab | Kabyle |
| kac | Kachin; Jingpho |
| kal | Kalaallisut; Greenlandic |
| kam | Kamba |
| kan | Kannada |
| kar | Karen languages |
| kas | Kashmiri |
| kau | Kanuri |
| kaz | Kazakh |
| kbd | Kabardian |
| kha | Khasi |
| khi | Khoisan languages |
| khm | Central Khmer |
| kho | Khotanese; Sakan |
| kik | Kikuyu; Gikuyu |
| kin | Kinyarwanda |
| kir | Kirghiz; Kyrgyz |
| kjg | Khmu |
| kmb | Kimbundu |
| kok | Konkani |
| kom | Komi |
| kon | Kongo |
| kor | Korean |
| kos | Kosraean |
| kpe | Kpelle |
| krc | Karachay-Balkar |
| krl | Karelian |
| kro | Kru languages |
| kru | Kurukh |
| kua | Kuanyama; Kwanyama |
| kum | Kumyk |
| kur | Kurdish (Kurdi, Kurmanji) |
| kut | Kutenai |
| lad | Ladino |
| lah | Lahnda |
| lam | Lamba |
| lao | Lao |
| lav | Latvian |
| lez | Lezghian |
| lhu | Lahu |
| lim | Limburgan; Limburger; Limburgish |
| lin | Lingala |
| lit | Lithuanian |
| lol | Mongo |
| loz | Lozi |
| ltz | Luxembourgish; Letzeburgesch |
| lua | Luba-Lulua |
| lub | Luba-Katanga |
| lug | Ganda |
| lui | Luiseno |
| lun | Lunda |
| luo | Luo (Kenya and Tanzania) |
| lus | Lushai |
| mac | Macedonian |
| mad | Madurese |
| mag | Magahi |
| mah | Marshallese |
| mai | Maithili |
| mak | Makasar |
| mal | Malayalam |
| man | Mandingo |
| mao | Maori |
| map | Austronesian languages |
| mar | Marathi |
| mas | Masai |
| may | Malay |
| mdf | Moksha |
| mdr | Mandar |
| men | Mende |
| mic | Mi'kmaq; Micmac |
| min | Minangkabau |
| mis | Uncoded languages (Other non-English languages) |
| mkh | Mon-Khmer languages (Cambodian) |
| mlg | Malagasy |
| mlt | Maltese |
| mni | Manipuri |
| mno | Manobo languages |
| moh | Mohawk |
| mon | Mongolian |
| mos | Mossi |
| mul | Multiple languages |
| mun | Munda languages |
| mus | Creek |
| mwl | Mirandese |
| mwr | Marwari |
| myn | Mayan languages |
| myv | Erzya |
| nah | Nahuatl languages |
| nai | North American Indian languages |
| nap | Neapolitan |
| nas | Non-American Sign Language |
| nau | Nauru |
| nav | Navajo; Navaho |
| nbl | Ndebele, South; South Ndebele |
| nde | Ndebele, North; North Ndebele |
| ndo | Ndonga |
| nds | Low German; Low Saxon; German, Low; Saxon, Low |
| nep | Nepali |
| new | Nepal Bhasa; Newari |
| nia | Nias |
| nic | Niger-Kordofanian languages |
| niu | Niuean |
| nno | Norwegian Nynorsk; Nynorsk, Norwegian |
| nob | Bokmål, Norwegian; Norwegian Bokmål |
| nog | Nogai |
| nor | Norwegian |
| nqo | N'Ko |
| nso | Pedi; Sepedi; Northern Sotho |
| nub | Nubian languages |
| nya | Chichewa; Chewa; Nyanja |
| nym | Nyamwezi |
| nyn | Nyankole |
| nyo | Nyoro |
| nzi | Nzima |
| oci | Occitan (post 1500) |
| ofc | Other Forms of Communication |
| oji | Ojibwa |
| ori | Oriya |
| orm | Oromo |
| oss | Ossetian; Ossetic |
| ota | Turkish, Ottoman (1500-1928) |
| oto | Otomian languages (Mixteco) |
| paa | Papuan languages |
| pag | Pangasinan |
| pam | Pampanga; Kapampangan |
| pan | Panjabi; Punjabi |
| pap | Papiamento |
| pau | Palauan |
| per | Persian (Farsi) |
| phi | Philippine languages |
| pol | Polish |
| pon | Pohnpeian |
| por | Portuguese |
| pra | Prakrit languages |
| pus | Pushto; Pashto |
| qaa | Taiwanese |
| qab | Chaozhou (Teochew/Chiuchow) |
| que | Quechua |
| raj | Rajasthani |
| rap | Rapanui |
| rar | Rarotongan; Cook Islands Maori |
| roa | Romance languages |
| roh | Romansh |
| rom | Romany |
| rum | Romanian (Rumanian) |
| run | Rundi |
| rup | Aromanian; Arumanian; Macedo-Romanian |
| rus | Russian |
| sad | Sandawe |
| sag | Sango |
| sah | Yakut |
| sai | South American Indian languages |
| sal | Salishan languages |
| san | Sanskrit |
| sas | Sasak |
| sat | Santali |
| scn | Sicilian |
| sco | Scots |
| sel | Selkup |
| sem | Semitic languages |
| shn | Shan |
| sid | Sidamo |
| sin | Sinhala; Sinhalese |
| sio | Siouan languages |
| sit | Other Sino-Tibetan languages (Taishanese) |
| sla | Slavic languages |
| slo | Slovak |
| slv | Slovenian |
| sma | Southern Sami |
| sme | Northern Sami |
| smi | Sami languages |
| smj | Lule Sami |
| smn | Inari Sami |
| smo | Samoan |
| sms | Skolt Sami |
| sna | Shona |
| snd | Sindhi |
| snk | Soninke |
| sog | Sogdian |
| som | Somali |
| son | Songhai languages |
| sot | Sotho, Southern |
| spa | Spanish; Castilian |
| srd | Sardinian |
| srn | Sranan Tongo |
| srp | Serbian |
| srr | Serer |
| ssa | Nilo-Saharan languages |
| ssw | Swati |
| suk | Sukuma |
| sun | Sundanese |
| sus | Susu |
| swa | Swahili |
| swe | Swedish |
| syc | Classical Syriac |
| syr | Syriac (Assyrian) |
| tah | Tahitian |
| tai | Tai languages |
| tam | Tamil |
| tat | Tatar |
| tel | Telugu |
| tem | Timne |
| ter | Tereno |
| tet | Tetum |
| tgk | Tajik |
| tgl | Tagalog |
| tha | Thai |
| tib | Tibetan |
| tig | Tigre |
| tir | Tigrinya |
| tiv | Tiv |
| tkl | Tokelau |
| tli | Tlingit |
| tmh | Tamashek |
| tog | Tonga (Nyasa) |
| ton | Tonga (Tonga Islands) |
| tpi | Tok Pisin |
| tsi | Tsimshian |
| tsn | Tswana |
| tso | Tsonga |
| tuk | Turkmen |
| tum | Tumbuka |
| tup | Tupi languages |
| tur | Turkish |
| tut | Altaic languages |
| tvl | Tuvalu |
| twi | Twi |
| tyv | Tuvinian |
| udm | Udmurt |
| uig | Uighur; Uyghur |
| ukr | Ukrainian |
| umb | Umbundu |
| und | Undetermined |
| urd | Urdu |
| uzb | Uzbek |
| vai | Vai |
| ven | Venda |
| vie | Vietnamese |
| vot | Votic |
| wak | Wakashan languages |
| wal | Wolaitta; Wolaytta |
| war | Waray |
| was | Washo |
| wel | Welsh |
| wen | Sorbian languages |
| wln | Walloon |
| wol | Wolof |
| xal | Kalmyk; Oirat |
| xho | Xhosa |
| yao | Yao (Mien) |
| yap | Yapese |
| yid | Yiddish |
| yor | Yoruba |
| ypk | Yupik languages |
| yue | Cantonese |
| zap | Zapotec |
| zbl | Blissymbols; Blissymbolics; Bliss |
| zen | Zenaga |
| zgh | Standard Moroccan Tamazight |
| zha | Zhuang; Chuang |
| znd | Zande languages |
| zul | Zulu |
| zun | Zuni |
| zza | Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki |

### Language Program Type

| Code | Description |
| --- | --- |
| 0 | None |
| 1 | 50/50 Program |
| 2 | Other Language Allotment (Majority English) Program |
| 3 | Other Language Allotment (Majority Non-English) Program |
| 4 | Home Language Support |
| 99 | Other Language Program |

### Race Codes

| Code | Description |
| --- | --- |
| 100 | American Indian or Alaska Native |
| 200 | Asian |
| 300 | Hawaiian or Other Pacific Islander |
| 600 | Black or African American |
| 700 | White |

### Reasons for Needing Service Codes

| Code | Description |
| --- | --- |
| A | Homeless |
| B | Working |
| C | CPS or At-Risk |
| D | Parent/caretaker incapacitated |
| E | Education or training |
| F | Actively seeking employment |
| G | Seeking permanent housing |
| H | H - No Need (Including Part-Day) |
| I | Qualified Neighborhood School |

### Service Type Codes

| Code | Description |
| --- | --- |
| 1 | Direct Services Full-Day |
| 2 | Direct Services Part-Day |
| 3 | Subcontracted Services Full-Day |
| 4 | Subcontracted Services Part-Day |

### Staff Role Codes

| Code | Description |
| --- | --- |
| 1 | Teacher |
| 2 | Aide |

### Staff Permit/Credential Codes

| Code | Description |
| --- | --- |
| 1 | Child Development Assistant Permit |
| 2 | Child Development Associate Teacher Permit |
| 3 | Child Development Teacher Permit |
| 4 | Child Development Master Teacher Permit |
| 5 | Child Development Site Supervisor Permit |
| 6 | Child Development Program Director Permit |
| 7 | Regular Children's Center Instructional Permit |
| 8 | Limited Children’s Center Instructional Permit |
| 9 | Emergency Children’s Center Instructional Permit |
| 10 | Children's Center Supervision Permit |
| 11 | CTC Credential |
| 12 | Temporary County Certificate |
| 13 | PK-3 ECE Specialist Instruction Credential |
| 14 | Permit/Credential Not Compliant |
| 99 | Other Permit/Credential Not Listed Here |

### State Codes

| Code | Description |
| --- | --- |
| AL | Alabama, US |
| AK | Alaska, US |
| AS | American Samoa, US |
| AZ | Arizona, US |
| AR | Arkansas, US |
| AA | Armed Forces Americas, US |
| AE | Armed Forces Europe, Middle East, & Canada, US |
| AP | Armed Forces Pacific, US |
| CA | California, US |
| CO | Colorado, US |
| CT | Connecticut, US |
| DE | Delaware, US |
| DC | District of Columbia, US |
| FM | Federated States of Micronesia, US |
| FL | Florida, US |
| GA | Georgia, US |
| GU | Guam, US |
| HI | Hawaii, US |
| ID | Idaho, US |
| IL | Illinois, US |
| IN | Indiana, US |
| IA | Iowa, US |
| KS | Kansas, US |
| KY | Kentucky, US |
| LA | Louisiana, US |
| ME | Maine, US |
| MH | Marshall Islands, US |
| MD | Maryland, US |
| MA | Massachusetts, US |
| MI | Michigan, US |
| MN | Minnesota, US |
| MS | Mississippi, US |
| MO | Missouri, US |
| MT | Montana, US |
| NE | Nebraska, US |
| NV | Nevada, US |
| NH | New Hampshire, US |
| NJ | New Jersey, US |
| NM | New Mexico, US |
| NY | New York, US |
| NC | North Carolina, US |
| ND | North Dakota, US |
| MP | Northern Mariana Islands, US |
| OH | Ohio, US |
| OK | Oklahoma, US |
| OR | Oregon, US |
| PW | Palau, US |
| PA | Pennsylvania, US |
| PR | Puerto Rico, US |
| RI | Rhode Island, US |
| SC | South Carolina, US |
| SD | South Dakota, US |
| TN | Tennessee, US |
| TX | Texas, US |
| UT | Utah, US |
| VT | Vermont, US |
| VI | Virgin Islands, US |
| VA | Virginia, US |
| WA | Washington, US |
| WV | West Virginia, US |
| WI | Wisconsin, US |
| WY | Wyoming, US |
| AGU | Aguascalientes, MX |
| BCN | Baja California, MX |
| BCS | Baja California Sur, MX |
| CAM | Campeche, MX |
| CHP | Chiapas, MX |
| CHH | Chihuahua, MX |
| COA | Coahuila, MX |
| COL | Colima, MX |
| DIF | Distrito Federal, MX |
| DUR | Durango, MX |
| GUA | Guanajuato, MX |
| GRO | Guerrero, MX |
| HID | Hidalgo, MX |
| JAL | Jalisco, MX |
| MEX | Mexico, MX |
| MIC | Michoacán, MX |
| MOR | Morelos, MX |
| NAY | Nayarit, MX |
| NLE | Nuevo Leon, MX |
| OAX | Oaxaca, MX |
| PUE | Puebla, MX |
| QUE | Queretaro, MX |
| ROO | Quintana Roo, MX |
| SLP | San Luis Potosi, MX |
| SIN | Sinaloa, MX |
| SON | Sonora, MX |
| TAB | Tabasco, MX |
| TAM | Tamaulipas, MX |
| TLA | Tlaxcala, MX |
| VER | Veracruz, MX |
| YUC | Yucatan, MX |
| ZAC | Zacatecas, MX |
| AB | Alberta, CA |
| BC | British Columbia, CA |
| MB | Manitoba, CA |
| NB | New Brunswick, CA |
| NL | Newfoundland and Labrador, CA |
| NT | Northwest Territories, CA |
| NS | Nova Scotia, CA |
| NU | Nunavut, CA |
| ON | Ontario, CA |
| PE | Prince Edward Island, CA |
| QC | Quebec, CA |
| SK | Saskatchewan, CA |
| YT | Yukon Territory, CA |
| UU | Unknown |