

## California's Quality Rating and Improvement System (CA-QRIS) Common Data File

**Purpose:** Annually report site-level common data for each county or regional consortia for CA-QRIS accountability and performance monitoring. Sites included in this file are defined as those participating<sup>1</sup> in local Quality Rating and Improvement System (QRIS), Quality Improvement Systems (QIS), and Quality Improvement (QI) activities (including the California Department of Education's California State Preschool Program or Infant/Toddler QRIS Block Grants and First 5 Improve and Maximize Programs so All Children Thrive [IMPACT]) at any time during the specified Fiscal Year.

For FY 2016-17 Reporting:

- Required fields are identified on pages 2-10 of this document (as applicable based on F5IMPACT or Block Grant funding status and requirements).
- Optional teacher and child-specific fields are identified on pages 11-16.

First 5 California (F5CA) and the California Department of Education Early Education and Support Division (CDE EESD) will use the CA-QRIS Common Data File for the following:

- Verify QRIS Block Grant and First 5 IMPACT program compliance
- Verify QRIS participation and rating of CDE EESD-contractors' sites
- Evaluate CDE and First 5 IMPACT QIS/QRIS investment
- Development of ongoing reporting to the California Department of Finance, Legislative Analyst's Office, the California State Legislature, First 5 California Commission, and other stakeholders
- Determine data system reimbursement funding to Regional Coordination and Training and Technical Assistance Hub fiscal lead agencies
- Determine First 5 IMPACT incentive layer funding eligibility

To document the shared use of this data file, a Memorandum of Understanding between the CDE and F5CA was signed April 10, 2017. Contact Gretchen Williams, F5CA, at [gwilliams@ccfc.ca.gov](mailto:gwilliams@ccfc.ca.gov) or Channa Hewawickrama, CDE EESD, at [chewawickrama@cde.ca.gov](mailto:chewawickrama@cde.ca.gov), for further information.

Common Data File Reporting Periods and Due Dates	
FY 2015-16	Not Applicable
FY 2016-17	September 15, 2017
FY 2017-18	September 15, 2018
FY 2018-19	September 17, 2019
FY 2019-20	September 16, 2020

**Instructions:** Counties or regional consortia will upload to F5CA an XML extract of site-level data reported in the format described below. Lead Agencies will be provided specific reporting instructions by F5CA and the CDE. Upload specifications (including data validation rules) will be available in Spring 2017.

<sup>1</sup> Sites to be included are all current rated or participating sites, sites whose rating or participation ended/expired during the previous FY (and are no longer active at date of submission), and newly enrolled sites without a complete rating (in process).

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REQUIRED FIELDS FOR FY 2016-17							
DATA FIELD NAME	DATA FIELD LABEL	DATA FIELD VALUES	CODES	FIELD TYPE/ FORMAT	FIRST 5 IMPACT REQUIRED STEPS REPORTING	DATA DICTIONARY	NEW FIELD (not previousl y included in RTT- ELC, identified as *)
County	County_Code	1-58	1-58	Alphanumeric (2)	1, 2, 3	County of participation	*
Site UI	Site_ID			Alphanumeric (9 max)	1, 2, 3	<p>For licensed sites, use 9-digit California Department of Social Services Community Care Licensing Facility Site License Number in the following 3 fields. If site has more than one license, please use the license number used for the child age group with the highest enrollment percentage.</p> <p>For legally license exempt sites, use 5-digit zip code and the first 4 digits (numbers and letters) of the physical address.</p> <p>For Family, Friend, and Neighbor and other Alternative sites, use locally developed unique alphanumeric identifier.</p> <p><i>(Please Note: This field will be kept as-is until all site license numbers have been re-assigned to the license specific fields (below). At that time this field will be used exclusively for legally license-exempt sites, FFN providers, or alternative sites.)</i></p>	
License Number Infant Center	CLic_Inf			Alphanumeric (9 max)	1, 2, 3	<p>California Department of Social Services Community Care Licensing developed Facility Site License Number for Infant Care.</p> <p><a href="https://secure.dss.ca.gov/CareFacilitySearch/home/index">https://secure.dss.ca.gov/CareFacilitySearch/home/index</a></p>	*
License Number Preschool Center	CLic_Prek			Alphanumeric (9)	1, 2, 3	<p>California Department of Social Services Community Care Licensing developed Facility Site License Number for Preschool.</p> <p><a href="https://secure.dss.ca.gov/CareFacilitySearch/home/index">https://secure.dss.ca.gov/CareFacilitySearch/home/index</a></p>	*

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License Number Family Child Care	FCCLic			Alphanumeric (9)	1, 2, 3	California Department of Social Services Community Care Licensing developed Facility Site License Number for Family Child Care. <a href="https://secure.dss.ca.gov/CareFacilitySearch/home/index">https://secure.dss.ca.gov/CareFacilitySearch/home/index</a>	*
Head Start ID	HS_ID			Alphanumeric (5)	1, 2, 3 (excluding alternative settings)	ID as in Head Start Center Location data set. <a href="https://eclkc.ohs.acf.hhs.gov/hslc/data/center-data">https://eclkc.ohs.acf.hhs.gov/hslc/data/center-data</a>	*
Vendor Number	Vendor			Alphanumeric (9 max)	1, 2, 3 (excluding alternative settings)	California Department of Education Provider Vendor Number/Submission Code	*
Previous Site Unique Identifier	Prev_UI			Alphanumeric (9 max)	1, 2, 3	Previous Site UI (or facility/site license number) if the number has changed.	
Site Name	Site_Name			Alphanumeric (25 max)	1, 2, 3	The site's business name affiliated with the license number.	
Site Phone	Site_Phone			Alphanumeric (12 max)	1, 2, 3	Contact phone number for site.	*
Zip Code	ZipCode			Alphanumeric (5)	1, 2, 3 (excluding alternative settings)	Zip Code for site.	*
IMPACT Step	Step	1, 2, 3, Not Applicable	1, 2, 3, NA	Alphanumeric (2)	1, 2, 3	The site participation step if applicable for F5CA IMPACT.	*
Facility Type	Facility_Type	Center-Based Care, Family Child Care Home, Family, Friend and Neighbor (FFN), Family Resource Center, Home Visiting Programs, Community Based Organization, Library, Playgroup,	Center-Based Care =C, Family Child Care Home=F, Family, Friends and Neighbor=N, Family Resource Center=R, Home Visiting Programs=H, Community Based Organization=B, Library=L, Playgroup=P, Other Alternative=A	Character(1)	1, 2, 3	The site's Early Learning Setting type.  If the site falls within two facility types for the purposes of reporting, please report the entity that defines the engagement. (e.g., A playgroup coordinated by a Family Resource Center. If the FRC is the entity receiving support via First 5 IMPACT, please report it as "R". If the playgroup is the entity receiving support, please report it as "P".)	

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		Other Alternative Type					
Funding Source – Head Start	FundingS_HS	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Head Start	
Funding Source – Early Head Start	FundingS_EHS	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Early Head Start	
Funding Source – Title I	FundingS_T1	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	State Title I	
Funding Source – California State Preschool Program (Title 5)	FundingS_State	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	State Title 5	
Funding Source – General Child Care	FundingS_CCTR	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	State General Child Care (CCTR)	
Funding Source – Private	FundingS_Priv	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Private	
Funding Source – IDEA Part C (Early Intervention)	FundingS_IDEAPCEI	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Federal IDEA Part C	
Funding Source – IDEA Part B (Special Education)	FundingS_IDEAPBSE	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Federal IDEA Part B	
Funding Source – First 5 IMPACT Base and Implementatio n Step Layer	FundingS_IMP	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	F5 IMPACT Base and Implementation Step Layer Funding	*
Funding Source – First 5 IMPACT Incentive Layer	FundingS_INC	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	F5 IMPACT Incentive Layer	*
Funding Source – First 5 Local Non-CSP Funds	FundingS_F5LNCSP	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Local First 5 funding	
Funding Source – Voucher	FundingS_Vouch	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Voucher payments, including CalWORKs, Alternative Payment	

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Funding Source - Migrant Head Start	FundingS_MigHS	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Migrant Head Start	
Funding Source - Tribal Head Start	FundingS_TribHS	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Tribal Head Start	
Funding Source - Military	FundingS_Mil	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	US Military	
Funding Source - State Migrant	FundingS_StateMig	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	State Migrant Child Care and Development (CMIG)	
Funding Source - Local Education Agency	FundingS_LEA	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	LEA unrestricted funds, including LEA LCFF	*
Funding Source - CSPP QRIS Block Grant	FundingS_CSPPBG	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	CSPP QRIS Block Grant	*
Funding Source - Infant Toddler QRIS Block Grant	FundingS_ITBG	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	IT QRIS Block Grant	*
Funding Source - Migrant QRIS Block Grant	FundingS_CMIGBG	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	California Migrant QRIS Block Grant	*
Funding Source - Other	FundingS_OT	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Other Funding Sources	
Program Type - Tribal	Pgm_Tribal	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Programs funded with Tribal dollars, on tribal lands and /or serving tribal families	
Program Type - Military	Pgm_Military	Yes No	Yes=1 No=0	Numeric(1)	1, 2, 3	Programs funded with Military dollars, on a military base and/ or serving military families	
Languages Spoken (in Instruction) - Arabic	LS_Arabic	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Languages Spoken (in Instruction) - Armenian	LS_Armenian	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	

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Languages Spoken (in Instruction) – Cantonese	LS_Cantonese	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.
Languages Spoken (in Instruction) – English	LS_English	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.
Languages Spoken (in Instruction) – Filipino	LS_Filipino	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.
Languages Spoken (in Instruction) – Hmong	LS_Hmong	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.
Languages Spoken (in Instruction) – Japanese	LS_Japanese	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.
Languages Spoken (in Instruction) – Korean	LS_Korean	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.
Languages Spoken (in Instruction) – Mandarin	LS_Mandarin	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of

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						enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Languages Spoken (in Instruction) – Punjabi	LS_Punjabi	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Languages Spoken (in Instruction) – Russian	LS_Russian	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Languages Spoken (in Instruction) – Spanish	LS_Spanish	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Languages Spoken (in Instruction) – Vietnamese	LS_Vietnamese	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Languages Spoken (in Instruction) – ASL	LS_ASL	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Languages Spoken (in Instruction) – Other	LS_Other	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Languages Spoken (in	LS_Unknown	Yes No	Yes=1 No=0	Numeric(1)	2, 3	Language used with children at site (in one or more classrooms) for group or individualized instruction and communication with the intent to develop and	

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Instruction) – Unknown						support early language skills at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Number of Classrooms (Center Based Sites Only)	CR_Count			Numeric (4)	1, 2, 3	Count of individual physical classrooms serving children 0 to 5 in center-based sites only (not sessions, if physical classrooms are shared between different groups of children (e.g., AM preschool and PM preschool groups).	
Number of Preschoolers Served	Pre_Actual			Numeric(4)	1, 2, 3	Number of preschoolers (36 months to kindergarten entry) served at the site at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Number of Toddlers Served	Tod_Actual			Numeric(4)	1, 2, 3	Number of toddlers (18 through 35 months) served at the site at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Number of Infants Served	Inf_Actual			Numeric(4)	1, 2, 3	Number of infants (birth through 17 months) served at the site at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Number of Children Served, Alternative Sites	Alt_Tot			Numeric(4)	1	Estimated number of children served/reached at the alternative setting annually.	*
Number of Months of Operation	Open_months	Numeric value between 1 and 12		Numeric(2)	1, 2, 3	Count of months per year in which the site is operating. Full year = 12, school year only programs = 9, etc.	*
QRIS Rating Status	Rating_Stat	Complete, In Process	Complete=1, In Process=2	Numeric (1)	3	Site's rating status. "Complete" sites have received the appropriate element scores based on readiness for all elements (7 element scores for centers, 5 element scores for FCC). "In process" sites are engaged but a rating hasn't yet been completed.	
Overall QRIS Tier/Rating	OverallQRIS_TRating	Numeric value between 1 and 5		Numeric(1)	3	Site's most up-to-date QRIS Tier/Rating for the reporting period.	
Cumulative QRIS Score Total	Score_total	Numeric value between 1 and 35		Numeric(2)	3	Total cumulative points to determine tier/rating.	



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Detail QRIS Score: Child Observation	DetailQRIS_ScoreCO	Numeric value between 1 and 5		Numeric(1)	3	Site's QRIS point value for child observation.	
Detail QRIS Score: Developmental and Health Screenings	DetailQRIS_ScoreDHS	Numeric value between 1 and 5		Numeric(1)	3	Site's QRIS point value for Developmental and Health Screenings.	
Detail QRIS Score: Minimum Qualifications for Lead Teacher/FCCH	DetailQRIS_ScoreMQLT	Numeric value between 1 and 5		Numeric(1)	3	Site's QRIS point value for Minimum Qualifications for Lead Teacher/FCCH.	
Detail QRIS Score: CLASS Observation (PreK, Toddler, and Infant)	DetailQRIS_ScoreCLASS	Numeric value between 1 and 5		Numeric(1)	3	Site's QRIS point value for CLASS observation.	
Detail QRIS Score: Ratios and Group Size	DetailQRIS_ScoreR&GS	Numeric value between 1 and 5		Numeric(1)	3	Site's QRIS point value for Ratios and Group Size.	
Detail QRIS Score: Environment Rating Scale	DetailQRIS_ScoreERS	Numeric value between 1 and 5		Numeric(1)	3	Site's QRIS point value for Environment Rating Scale.	
Detail QRIS Score: Director Qualifications	DetailQRIS_ScoreDQ	Numeric value between 1 and 5		Numeric(1)	3	Site's QRIS point value for Director Qualifications.	
Detail QRIS Score: PreK-CLASS Observation (Emotional Support)	DetailQRIS_Score_Prek_CLASS_ES			Numeric(3)	3	Site's averaged CLASS observation score across all classrooms observed –Emotional Support.	
Detail QRIS Score: PreK-CLASS Observation (Instructional Support)	DetailQRIS_Score_Prek_CLASS_IS			Numeric(3)	3	Site's averaged CLASS observation score across all classrooms observed –Instructional Support.	
Detail QRIS Score: PreK - CLASS	DetailQRIS_Score_Prek_CLASS_CO			Numeric(3)	3	Site's averaged CLASS observation score across all classrooms observed –Classroom Organization.	

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Observation (Classroom Organization)							
Detail QRIS Score: Toddler CLASS Observation (Emotional & Behavioral Support)	DetailQRIS_Score_Toddler_CLASS_E BS			Numeric(3)	3	Site's averaged CLASS observation score across all classrooms observed –Emotional & Behavioral Support.	
Detail QRIS Score: Toddler CLASS Observation (Engaged Support for Learning)	DetailQRIS_Score_Toddler_CLASS_E SL			Numeric(3)	3	Site's averaged CLASS observation score across all classrooms observed –Engaged Support for Learning.	
Detail QRIS Score: Infant CLASS Observation (Responsive Caregiving)	DetailQRIS_Score_INFANT_RC			Numeric(3)	3	Site's averaged CLASS observation score across all classrooms observed –Responsive Caregiving.	
Start Date	QRIS_Start	Date		Date Format MM/DD/YYYY	1, 2, 3	Site enrollment date into the QIS/QRIS	*
Rating Date	RatingDate	Date		Date Format MM/DD/YYYY	3	Current rating effective date	*
End Date	QRIS_End	Date		Date Format MM/DD/YYYY	1, 2, 3	Site end date for QRIS participation (if applicable)	*
Number of Teachers	TS_Count			Numeric (4)	1, 2, 3 (excluding alternative settings)	Count of teaching staff/caregivers employed at the site.	

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<b>OPTIONAL FIELDS FOR FY 2016-17</b>							
DATA FIELD NAME	DATA FIELD LABEL	DATA FIELD VALUES	CODES	FIELD TYPE/FORMAT	FIRST 5 IMPACT REQUIRED STEPS REPORTING	DATA DICTIONARY	NEW FIELD (not previously included in RTT-ELC, identified as *)
DLL status	DLL_statusPre			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children who primarily speak a language other than English at home at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Arabic	CLS_Arabic			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Armenian	CLS_Armenian			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Cantonese	CLS_Cantonese			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – English	CLS_English			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Filipino	CLS_Filipino			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Hmong	CLS_Hmong			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Japanese	CLS_Japanese			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	

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Child Languages (in home setting) – Korean	CLS_Korean			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Mandarin	CLS_Mandarin			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Punjabi	CLS_Punjabi			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Russian	CLS_Russian			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Spanish	CLS_Spanish			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Vietnamese	CLS_Vietnamese			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – ASL	CLS_ASL			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Other	CLS_Other			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Child Languages (in home setting) – Unknown	CLS_Unknown			Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children from homes where this is the primary language at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2) for center-based or FCCH only.	
Number of Hispanic or Latino Children	Race_Hispanic	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children of Hispanic or Latino origin.	

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Number of American Indian or Alaskan Native Children	Race_AIAN	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children of American Indian or Alaska Native origin.	
Number of Asian Children	Race_Asian	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children of Asian origin.	
Number of Black or African American Children	Race_AfAm	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children of Black or African American origin.	
Number of Native Hawaiian or other Pacific Islander Children	Race_NHOPI	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children of Native Hawaiian or other Pacific Island origin.	
Number of White Children	Race_White	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children of White or Caucasian origin.	
Number of Children of More Than One Race	Race_M	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children with multiple races of origin.	
Number of Children with Unknown Ethnicity	Race_Un	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Number of children with unknown ethnicity or for whom families have declined to state.	
Number of children screened with a developmental screening tool (conducted by site or screening results provided by another entity)	Screened_by_DST	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2 (when applicable), 3	Count of children receiving developmental screening onsite or by another entity during the reporting period.	
Number of children receiving subsequent referrals based on screening	Sub_referral			Numeric(4)	OPTIONAL IN FY 2016-17 for 2 (when applicable), 3	Count of children receiving referral based on screening during the reporting period.	
Number of Children with an IFSP	IFSP			Numeric(4)	OPTIONAL IN FY 2016-17 for 2 (when applicable), 3	Count of children with an IFSP at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Step 2).	
Number of Children with an IEP	IEP			Numeric(4)	OPTIONAL IN FY 2016-17 for 2 (when applicable), 3	Count of children with an IEP at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Step 2).	
Number of Voucher Payments	SVP_Count			Numeric(4)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding alternative settings)	Count of children receiving a (alternative payment program and/or CalWORKs) voucher at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Steps 1 and 2).	
Number of Homeless Children	Ch_Homeless	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Count of children from families experiencing homelessness at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Step 2).	*
Number of Children in Foster Care	Ch_Foster	Number of Yes		Numeric(4)	OPTIONAL IN FY 2016-17 for 2, 3	Count of children in the Foster Care system at the point of rating or re-rating (Step 3) or at the point of enrollment/last monitoring visit (Step 2).	*
Number of Teachers with Child Development Assistant Permit	TS_CDAP			Numeric (4)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding	Count of teaching staff/caregivers employed with an Assistant Permit.	

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					alternative settings)		
Number of Teachers with Child Development Associate Teacher Permit	TS_CDATP			Numeric (4)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding alternative settings)	Count of teaching staff/caregivers employed with an Associate Teacher Permit.	
Number of Teachers with Child Development Teacher Permit	TS_CDTP			Numeric (4)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding alternative settings)	Count of teaching staff/caregivers employed with a Teacher Permit.	
Number of Teachers with Child Development Master Teacher Permit	TS_CDMTP			Numeric (4)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding alternative settings)	Count of teaching staff/caregivers employed with a Master Teacher Permit.	
Number of Teachers with Child Development Site Supervisor Permit	TS_CDSSP			Numeric (4)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding alternative settings)	Count of administrators/ teaching staff/ caregivers employed with a Site Supervisor Permit.	
Number of Teachers with Child Development Program Director Permit	TS_CDPDP			Numeric (4)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding alternative settings)	Count of administrators/ teaching staff/ caregivers employed with Program Director Permit.	
Director/Operator with AA/AS Degree (Highest Achieved)	DO_AA	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding alternative settings)	Director/operator with AA/AS degree.	*
Director/Operator with BA/BS Degree (Highest Achieved)	DO_BA	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding alternative settings)	Director/operator with BA/BS degree.	*
Director/Operator with MA/MS Degree (Highest Achieved)	DO_MA	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding alternative settings)	Director/operator with MA/MS (or higher) degree.	*
Number of Teachers with AA/AS Degree not in ECE or CD (Highest Achieved)	TS_AA			Numeric (4)	OPTIONAL IN FY 2016-17 for 1, 2, 3 (excluding alternative settings)	Count of teaching staff/caregiver employed with AA/AS degree.	*

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Number of Teachers with AA/AS Degree in ECE or CD (Highest Achieved)	TS_AAECE			Numeric (4)	OPTIONAL IN FY 2016-17 for 1 , 2, 3 (excluding alternative settings)	Count of teaching staff/caregivers employed with AA/AS degree in ECE or CD.	*
Number of Teachers with BA/BS Degree not in ECE or CD (Highest Achieved)	TS_BA			Numeric (4)	OPTIONAL IN FY 2016-17 for 1 , 2, 3 (excluding alternative settings)	Count of teaching staff/caregivers employed with BA/BS (or higher) degree.	*
Number of Teachers with BA/BS Degree in ECE or CD (Highest Achieved)	TS_BAECE			Numeric (4)	OPTIONAL IN FY 2016-17 for 1 , 2, 3 (excluding alternative settings)	Count of teaching staff/caregivers with BA/BS (or higher) degree in ECE or CD.	*
QIP Goal: Child Observation and Assessment	Goal_COA	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Child Observation and Assessment (Rating Matrix Element 1)	*
QIP Goal: Individualized Curriculum Planning and Implementation	Goal_ICPI	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Individualized Curriculum Planning and Implementation	*
QIP Goal: Developmental and Health Screenings	Goal_DHS	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Developmental and Health Screenings (Rating Matrix Element 2)	*
QIP Goal: Social–Emotional Development	Goal_SED	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Social–Emotional Development	*
QIP Goal: Health, Nutrition, and Physical Activity	Goal_HNPA	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Health, Nutrition, and Physical Activity	*
QIP Goal: Inclusion of Children with Special Needs	Goal_ICSN	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Inclusion of Children with Special Needs	*
QIP Goal: Equity, and Cultural and Linguistic Sensitivity	Goal_ECLS	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Equity, and Cultural and Linguistic Sensitivity (e.g., dual language learners)	*
QIP Goal: Qualifications for Center/FCC Teachers	Goal_QT	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Qualifications for Center/FCC Teachers(Rating Matrix Element 3)	*
QIP Goal: Effective Teacher-Child Interactions	Goal_TCI	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Effective Teacher-Child Interactions (Rating Matrix Element 4)	*
QIP Goal: Ratios and Group Size – Centers Only	Goal_RGS	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Ratios and Group Size – Centers Only (Rating Matrix Element 5)	*
QIP Goal: Physical Environment	Goal_PE	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Physical Environment (Rating Matrix Element 6)	*

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QIP Goal: Director Qualifications – Centers Only	Goal_DQ	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Director Qualifications – Centers Only (Rating Matrix Element 7)	*
QIP Goal: Program Administration	Goal_PA	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Program Administration	*
QIP Goal: Family Strengthening and Engagement	Goal_FSE	Yes No	Yes=1 No=0	Numeric(1)	OPTIONAL IN FY 2016-17 for 2, 3	Identifier for specific QIP goal focus area: Family Strengthening and Engagement	*