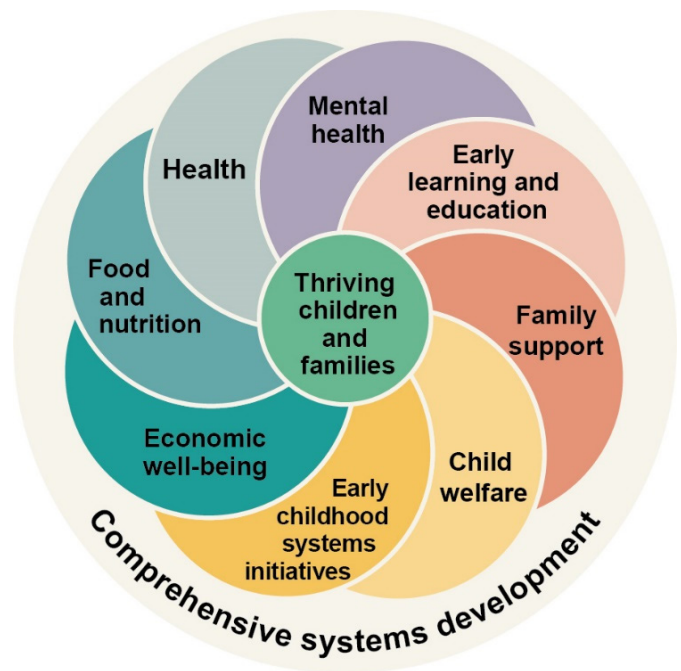# Early Childhood Systems Collective Impact Project

Overview of methods for the Early Childhood Systems Collective Impact Project catalog and crosswalk of federal programs supporting expectant parents, young children, and their families

October 2022

Early Childhood Systems Collective Impact Project:

Overview of methods for the Early Childhood Systems Collective Impact Project catalog and crosswalk of federal programs supporting expectant parents, young children, and their families

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Contents

Exhibits

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I. Overview of methods for the Early Childhood Systems Collective Impact Project catalog and crosswalk of federal programs supporting expectant parents, young children, and their families

Funded by the Health Resources and Services Administration's Maternal and Child Health Bureau (MCHB) and the Office of the Assistant Secretary for Planning and Evaluation (ASPE), the Early Childhood Systems (ECS) Collective Impact Project aims to help advance a unified system and a coordinated approach to implementation of early childhood programs. In pursuit of this goal, the ECS Collective Impact Project team[1] conducted document reviews of 36 federal programs that serve expectant parents, young children (birth to age 8), and their families to understand the requirements for five program elements, which were determined to be important potential levers for coordination and improved outcomes: (1) eligibility, (2) needs assessments, (3) outcomes and performance measures, (4) well-being metrics, and (5) equity. Federal staff from ASPE and HRSA identified the 36 federal programs across multiple departments and sectors (listed in Exhibit I.1) based on guidance from a working group of federal project staff across those departments. The five program elements reviewed reflect opportunity areas where alignment and coordination may support a comprehensive system that engages families. The project presents the findings from the review in two ways:

1. A **catalog** that compiles information from statutes, regulations, and program guidance for the 36 federal programs

2. A **crosswalk** that synthesizes the information across multiple dimensions within the program elements for each program

This document presents an overview of the methods employed to construct the catalog (Chapter I) and the crosswalk (Chapter II).

> *Note that these materials **should not** be used as a comprehensive or authoritative source for program or policy requirements or guidance. Users are advised to consult the relevant federal, and where applicable, state/local/Tribal or other implementing agency for guidance.*

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[1] The ECS Collective Impact Project team consists of staff from Mathematica and the Center for the Study of Social Policy. Throughout this document, "the project team" refers to the ECS Collective Impact Project team.

Exhibit I.1. Early Childhood Systems Collective Impact Project review list of key federal programs serving young children and families

Federal program	Department/agency
Child and Adult Care Food Program (CACFP)	U.S. Department of Agriculture (USDA), Food and Nutrition Service
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	
Supplemental Nutrition Assistance Program (SNAP)	
Military Child Care	U.S. Department of Defense (DOD)
21st Century Community Learning Centers (21st CCLC)	U.S. Department of Education (ED)
Child Care Access Means Parents in Schools (CCAMPIS)	
Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)	
Individuals with Disabilities Education Act (IDEA) Part B Section 619	
Individuals with Disabilities Education Act (IDEA) Part C	
Title VI of the Elementary and Secondary Education Act—Indian, Native Hawaiian, and Alaska Native Education	
Child Care and Development Fund (CCDF)	U.S. Department of Health and Human Services (HHS), Administration for Children and Families
Child Support Program	
Child Welfare Services Program (Title IV-B, Subpart 1 of the Social Security Act)	
Community-Based Child Abuse Prevention (CBCAP) Grants	
Early Head Start	
Head Start	
Preschool Development Grant Birth through Five (PDG B-5)	
Temporary Assistance for Needy Families (TANF)	
The Federal Foster Care Program and the Prevention Services Program (Title IV-E of the Social Security Act)	
Tribal Maternal, Infant, and Early Childhood Home Visiting (TMIECHV)	
Essentials for Childhood	U.S. Department of Health and Human Services (HHS), Centers for Disease Control and Prevention
Learn the Signs. Act Early.	
Children's Health Insurance Program (CHIP)	U.S. Department of Health and Human Services (HHS), Centers for Medicare & Medicaid Services
Medicaid	
Early Childhood Comprehensive Systems (ECCS) Program	U.S. Department of Health and Human Services (HHS), Health Resources and Services Administration
Early Hearing Detection and Intervention (EHDI) State Programs	
Family-to-Family Health Information Centers	
Health Center Program	
Healthy Start	
Infant Toddler Court Program (ITCP)	
Maternal and Child Health (MCH) Block Grant (Title V)	
Maternal, Infant, and Early Childhood Home Visiting (MIECHV)	
Infant and Early Childhood Mental Health Grant Program	U.S. Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services Administration
Linking Actions for Unmet Needs in Children's Health (Project LAUNCH)	
Mental Health Block Grant	
Family and Child Education (FACE)	U.S. Department of the Interior (DOI), Bureau of Indian Education

Note: The programs are in alphabetical order by department, agency, and program name.

II. Catalog

A. Identification of federal program documents for review

The catalog is based on three sources of information: public statutes, regulations, and guidance documents. **Statutes** are laws passed by Congress and usually approved by the President to address a societal issue, which may include designing program parameters and what federal agencies must do. Federal agencies often publish **regulations** that describe how the agency will implement and/or enforce the statutory requirements. In addition, federal agencies may prepare and issue **program guidance documents** that articulate directions and information related to specific requirements for the entire program or for grant programs authorized under the statute.

Not every program has statutes or regulations. See Exhibit II.1 for the document types reviewed for the 36 federal programs. To ensure the project team reviewed the appropriate documents, federal project staff at ASPE and HRSA provided contact information for representatives from each program (federal points of contact [POCs]).

Statutes. The project team looked for the statutes for each program in the U.S. Code, a consolidation and classification of United States laws prepared by the Office of the Law Revision Counsel for the U.S. House of Representatives (fs://uscode.house.gov/browse.xhtml). When possible, the project team selected specific sections of chapters or subchapters to ensure that review of the most pertinent information (see Appendix A for the location of each statute in the U.S. Code). Federal partners for each program were contacted to confirm the appropriate statute to review.

No statutes exist for 3 of the 36 programs: Family and Child Education (FACE), Essentials for Childhood, and Learn the Signs. Act Early.

Regulations. The project team looked for regulations for each program in the Electronic Code of Federal Regulations (e-CFR; https://ecfr.federalregister.gov/). The e-CFR is a comprehensive compendium of up-to-date *Federal Register* material and amendments produced by the National Archives and Records Administration's Office of the Federal Register and the U.S. Government Publishing Office (see Appendix A for the location of each regulation in the *Federal Register*). The project team contacted federal partners for each program to confirm the appropriate regulations to review.

No federal regulations exist for 11 of the 36 programs: 21st Century Community Learning Centers (21st CCLC), Child Care Access Means Parents in Schools (CCAMPIS), Essentials for Childhood, Learn the Signs. Act Early., Family-to-Family Health Information Centers, Maternal and Infant Early Childhood Home Visiting (MIECHV), Tribal MIECHV, Community-Based Child Abuse Prevention (CBCAP) Grants, Linking Actions for Unmet Needs in Children's Health (Project LAUNCH), the Infant and Early Childhood Mental Health Grant Program, and the Family and Child Education (FACE) program.

Program guidance documents. Between January and March 2022, the project team reached out to POCs with a request for program guidance documents to be cataloged as part of the project. The project team requested documents that clearly articulated requirements for the five program elements (eligibility, needs assessments, outcomes and performance measures, well-being metrics, and equity). The project team also noted that program guidance might come from different sources (for example, program instructions, information memoranda, funding opportunity announcements, or reporting forms) and could target different audiences (for example, federal staff or program administrators). Across programs, POCs

responded by sending documents or sharing links to specific resources or websites. The number and types of guidance documents reviewed for each program differ, depending on what the POCs provided. Catalog entries for the guidance documents only capture information included in the documents that the project team received. In some cases, the project team identified program-specific documents and contacted federal POCs to confirm these documents should be cataloged. See Appendix A for guidance document citations.

Exhibit II.1. Early Childhood System Collective Impact Project federal programs reviewed and document types available

Federal program	Statutes	Regulations	Guidance documents
Child and Adult Care Food Program (CACFP)	X	X	X
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	X	X	X
Supplemental Nutrition Assistance Program (SNAP)	X	X	X
Military Child Care	X	X	X
21st Century Community Learning Centers (21st CCLC)	X		X
Child Care Access Means Parents in Schools (CCAMPIS)	X		X
Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)	X	X	X
Individuals with Disabilities Education Act (IDEA) Part B Section 619	X	X	X
Individuals with Disabilities Education Act (IDEA) Part C	X	X	X
Title VI of the Elementary and Secondary Education Act—Indian, Native Hawaiian, and Alaska Native Education	X	X	X
Child Care and Development Fund (CCDF)	X	X	X
Child Support Program	X	X	X
Child Welfare Services Program (Title IV-B, Subpart 1 of the Social Security Act)	X	X	X
Community-Based Child Abuse Prevention (CBCAP) Grants	X		X
Early Head Start	X	X	X
Head Start	X	X	X
Preschool Development Grant Birth through Five (PDG B-5)	X		X
Temporary Assistance for Needy Families (TANF)	X	X	X
The Federal Foster Care Program and the Prevention Services Program (Title IV-E of the Social Security Act)	X	X	X
Tribal Maternal, Infant, and Early Childhood Home Visiting (TMIECHV)	X		X
Essentials for Childhood			X
Learn the Signs. Act Early.			X
Children's Health Insurance Program (CHIP)	X	X	X
Medicaid	X	X	X
Early Childhood Comprehensive Systems (ECCS) Program	X	X	X
Early Hearing Detection and Intervention (EHDI) State Programs	X		X
Family-to-Family Health Information Centers	X		X
Health Center Program	X	X	X
Healthy Start	X	X	X
Infant Toddler Court Program (ITCP)	X	X	X
Maternal and Child Health (MCH) Block Grant (Title V)	X	X	X
Maternal, Infant, and Early Childhood Home Visiting (MIECHV)	X		X
Infant and Early Childhood Mental Health Grant Program	X		X
Linking Actions for Unmet Needs in Children's Health (Project LAUNCH)	X		X
Mental Health Block Grant	X	X	X
Family and Child Education (FACE)			X

Note: "X" indicates document type was available and reviewed.

B. Catalog review process

The catalog is designed as an Excel workbook with separate tabs for statutes, regulations, and program guidance documents. For each document type, the project team reviewed the documents and completed 20 fields in the Excel workbook. The project team reviewed documents using a targeted search process based on a list of key words grouped by program element (eligibility, needs assessments, outcomes and performance measures, well-being metrics, and equity). For each document, reviewers electronically searched these documents, using key words to locate relevant paragraphs or sections. Senior project team members and subject matter experts reviewed entries for quality assurance.

1. Field definitions

The catalog builds on initial work ASPE and HRSA conducted in partnership with Mathematica in summer 2021 to review statutes and regulations for a subset of programs in the current catalog. As part of that review, Mathematica developed field definitions to describe core concepts, their definitions, and potential examples of the topics that reviewers might include within those fields[2] (see Appendix B). The project team used the same field definitions for the current work, instructing reviewers to consult the field definitions throughout the review process to ensure the appropriate content was extracted from the statutes, regulations, and program guidance. The project team added one new field—"data disaggregation"—to the current catalog.

Throughout the catalog entries, the project team aimed to match the framing and terminology used by specific programs and within the specific documents reviewed. Although quotes are used sparingly, much of the language is pulled directly from the documents. Additionally, across all entries, the catalog reports the information included in each document type—statutes, regulations, and program guidance documents—regardless of the original source for that information in the rulemaking process (for example, if a statute is the source of information in a regulation, the catalog includes the information in both the statute and regulations entries). For that reason, information included in multiple document types may be repeated across the entries.

2. Approach to coding quality assurance

Two coding teams conducted document reviews for the catalog—the first team in summer 2021 for 22 programs' statutes and regulations and the second team in spring 2022 for additional programs' statutes and regulations and all programs' guidance. To ensure consistent coding, the researcher(s) who developed field definitions conducted trainings for reviewers at both time points. Additionally, lead researchers reviewed all catalog entries, focusing on ensuring appropriate information is included in the fields and use of plain language to ensure consistency across the catalog. Once complete, senior project team members reviewed the crosswalk for consistency and clarity.

Federal POCs conducted multiple rounds of review of the catalog. Finally, federal program staff performed a formal review of the catalog entries. The project team accepted their suggested edits.

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[2] Field definitions were developed by Avery Hennigar, Elizabeth Doran, and Marykate Zukiewicz of Mathematica.

III. Crosswalk

A. Crosswalk review process

The crosswalk aggregates the detailed information contained in the catalog and contains 118 pieces of information (or "dimensions within program elements") for each program. The dimensions cover program requirements and guidance related to eligibility, needs assessments, performance and well-being measures,[3] and equity. For example, the crosswalk indicates whether statutes, regulations, or guidance require the reporting or collection of 20 categories of child, family, and systems-level data. As another example, the crosswalk indicates whether statutes, regulations, or guidance require equity to be addressed across seven dimensions. Note that information in the crosswalk came from multiple cells in the catalog. For example, information in the Performance & Well-being Measures tab is drawn from performance measures, well-being measures, data disaggregation, and equity cells.

1. Field definitions

The project team, in consultation with ASPE and HRSA, developed field definitions for 118 pieces of information (or "dimensions within program elements") for each program. The final field definitions are included in the Field Definition tab in the crosswalk file and in Appendix C of this document.

2. Approach to coding quality assurance

Three researchers conducted the coding for the crosswalk. To ensure consistent coding, the lead researcher developed a training for the other two researchers. The lead researcher coded four programs and the other two researchers each coded two programs. The researchers then met to discuss discrepancies and revise field definitions. Next, the two researchers each coded two more programs and compared their coding. In this way, the three researchers reached consensus on the codes.

Additionally, the lead researcher reviewed all crosswalk entries, focusing on ensuring appropriate information is included in the fields and use of plain language to ensure consistency across the crosswalk. Once complete, senior project team members reviewed the crosswalk for consistency and clarity. Finally, federal program staff performed a formal review of the crosswalk entries. The project team accepted their suggested edits.

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[3] Because the catalog's fields for outcomes and performance measures contain similar information to the fields for well-being metrics, the crosswalk combines these two key program elements.

Appendix A: Program Descriptions and Citations for Federal Statutes, Regulations, and Program Guidance

Exhibit A.1. Program descriptions and citations for federal statutes, regulations, and program guidance

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Agriculture, Food and Nutrition Service	Child and Adult Care Food Program (CACFP)	The Child and Adult Care Food Program (CACFP) provides reimbursements for nutritious meals and snacks to eligible children and adults who are enrolled for care at participating child care centers, day care homes, and adult day care centers. CACFP also provides reimbursements for meals served to children and youth participating in afterschool care programs, children residing in emergency shelters, and adults older than 60 or living with a disability and enrolled in day-care facilities. CACFP contributes to the wellness, healthy growth, and development of young children and adults in the United States.	**Statute:** 42 U.S.C. §1766 **Regulation**: 7 CFR 226 **Guidance:** U.S. Department of Agriculture, Food and Nutrition Service. "Child Nutrition Programs: Income Eligibility Guidelines." *Federal Register,* vol. 86, no. 41, 2021. Office of the Secretary, U.S. Department of Agriculture. "Identifying Barriers in USDA Programs and Services; Advancing Racial Justice and Equity and Support for Underserved Communities at USDA." *Federal Register,* vol. 86, no. 114, 2021. U.S. Department of Agriculture. "Building for the Future in the Child and Adult Care Food Program." Washington, DC: U.S. Department of Agriculture, 2019. U.S. Department of Agriculture. "Building for the Future with CACFP." Washington, DC: U.S. Department of Agriculture, 2019. U.S. Department of Agriculture. "Civil Rights Compliance and Enforcement - Nutrition Programs and Activities." Food and Nutrition Service Instruction, No. 113–1. Washington, DC: U.S. Department of Agriculture, 2005. Food and Nutrition Service, Child Nutrition Programs. "Collection of Race and Ethnicity Data by Visual Observation and Identification in the CACFP and Summer Food Service Program - Policy Rescission." CACFP 11-2021, SFSP 07-2021. Washington, DC: U.S. Department of Agriculture, 2021. Food and Nutrition Service, Child Nutrition Programs. "2017 Edition of the Eligibility Manual for School Meals." CACFP 15-2017, SFSP 11-2017. Washington, DC: U.S. Department of Agriculture, 2017. Food and Nutrition Service. "Evaluation of the FY 2016 Team Nutrition Training Grants." Washington, DC: U.S. Department of Agriculture, Food and Nutrition Service, 2021. U.S. Department of Agriculture, Food and Nutrition Service. "Agency Information Collection Activities: Family Day Care Home (FDCH) Participation Study." *Federal Register,* vol. 86, no. 246, 2021. Office of Community Food Systems. "Farm to Preschool: Local Food and Learning in Early Child Care and Education Settings." Washington, DC: U.S. Department of Agriculture, Food and Nutrition Service, Office of Community Food Systems, 2017. Food and Nutrition Service. "Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program: Questions and Answers." FNS-GD-2017-0061, CACFP 02-2018. Washington, DC: U.S. Department of Agriculture, 2017. Food and Nutrition Service. "Financial Status Report (FNS 777)." Washington, DC: U.S. Department of Agriculture, Food and Nutrition Service, 2019. Food and Nutrition Service. "Report of the Child and Adult Care Food Program." Washington, DC: U.S. Department of Agriculture, Food and Nutrition Service, n.d. Food and Nutrition Service. "Independent Child Care Centers: A Child and Adult Care Food Program Handbook." Washington, DC: U.S. Department of Agriculture, Food and Nutrition Service, 2014. Food and Nutrition Service. "Policy Memorandum on Modifications to Accommodate Disabilities in the CACFP and Summer Food Service Program." CACFP14 SFSP10-2017. Washington, DC: U.S. Department of Agriculture, Food and Nutrition Service, 2017. Food and Nutrition Service. "Optional Best Practices to Further Improve Nutrition in the CACFP Meal Pattern." CACFP15-2016. Washington, DC: U.S. Department of Agriculture, Food and Nutrition Service, 2016.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Agriculture, Food and Nutrition Service (*continued*)	Child and Adult Care Food Program (CACFP) (*continued*)		U.S. Department of Agriculture, Food and Nutrition Service. "Agency Information Collection Activities: Proposed Collection; Comment Request-Study of Nutrition and Activity in Child Care Settings II (SNACS-II). *Federal Register,* vol. 86, no. 31, 2021.
			Logan, Christopher W., Patty Connor, Lindsay LeClair, Kelly Patlan, Meaghan Glenn, Chantal Stidsen, Michele Mendelson, et al. "Study of Nutrition and Activity in Childcare Settings in USDA's Child and Adult Care Food Program (SNACS)." Washington, DC: U.S. Department of Agriculture, Food and Nutrition Service, 2021.
			Food and Nutrition Service. "Why CACFP Is Important." 2013. Available at https://www.fns.usda.gov/cacfp/why-cacfp-important.
U.S. Department of Agriculture, Food and Nutrition Service	Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides federal grants to states for supplemental foods; breastfeeding support; and nutrition education for pregnant mothers, caregivers (that is, fathers, foster parents, guardians, grandparents, and stepparents), and mothers with children younger than 5. WIC offers referral services such as immunizations, substance abuse counseling, domestic abuse counseling, and other social services.	**Statute:** 42 U.S.C. §1786 **Regulation:** 7 CFR 246 **Guidance:** Gretchen Swanson Center for Nutrition. "Blueprint for WIC Online Ordering Projects." Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, June 2021.
			Food and Nutrition Service. "Certification and Eligibility Resource and Best Practices Guide. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)." Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, June 2021.
			Food and Nutrition Service. "Third National Survey of the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Participants (NSWP-III) (Summary)." Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, December 2021.
			U.S. Department of Agriculture. "Value Enhanced Nutrition Assessment (VENA) Guidance. WIC Works Resource System." Washington, DC: U.S. Department of Agriculture, n.d.
			Food and Nutrition Service. "WIC and WIC Farmers' Market Nutrition Program Outreach, Innovation, and Program Modernization Strategy." FNS-GD-2021-0107. Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, September 2021.
			U.S. Department of Agriculture. "WIC State Agency Opt-in Elections for Temporary Cash Value Voucher/Benefit Increases Under the American Rescue Plan Act of 2021 (P.L. 117-2)." Washington, DC: U.S. Department of Agriculture, April 2021.
			Food and Nutrition Service. "WIC Eligibility Requirements: Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)." Washington, DC: Food and Nutrition Services, U.S. Department of Agriculture, June 2020.
			Food and Nutrition Service. "WIC Nutrition Risk Criteria." FNS-GD-2011-0039. Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, May 2011
			Food and Nutrition Service. "Publication of the 2021-2022 Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Income Eligibility Guidelines." WIC Policy Memorandum: #2021-5. Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, March 2021.
			Food and Nutrition Service. "Value Enhanced Nutrition Assessment in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)." Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, November 2020.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Agriculture, Food and Nutrition Service	Supplemental Nutrition Assistance Program (SNAP)	The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance benefits via a debit card to individuals and families with low income. Recipients use this assistance at authorized stores and retailers to purchase food. Benefits are delivered on an Electronic Benefit Transfer card that are automatically loaded into an individual's account each month. SNAP benefits can be used for any food for the household such as fruits, vegetables, meat, poultry, fish, dairy products, breads, cereals, snack foods, non-alcoholic beverages, and seeds and plants that produce food. SNAP Education (SNAP-Ed) uses educational strategies to encourage healthy food choices, physical activity, and nutrition-related behaviors that increase the health and well-being of SNAP participants and SNAP-eligible individuals. SNAP Employment and Training (SNAP E&T) can help SNAP participants obtain regular employment and reach economic self-sufficiency by helping them gain skills, training, and work experience.	**Statute:** 7 U.S.C. §2011-2036d **Regulation:** 7 CFR 273 **Guidance:** Food and Nutrition Service. "FY 2022 Supplemental Nutrition Assistance Program Education Plan Guidance: Nutrition Education and Obesity Prevention Program." Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, 2021. Food and Nutrition Service. "SNAP - Clarification of Policies Barriers Facing Homeless Youth." FNS-GD-2013-0042. Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, May 2013. Food and Nutrition Service. "SNAP Special Rules for the Elderly or Disabled." Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, October 2021. Food and Nutrition Service. "State Flexibilities Related to Custodial and Noncustodial Parents' Cooperation with State Child Support Agencies." FNS-GD-2019-0042. Washington, DC: Food and Nutrition Service, U.S. Department of Agriculture, May 2019.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Defense	Military Child Care	The purpose of military child care is to support the mission of the U.S. Department of Defense (DoD) by serving DoD-affiliated families so they can fulfill their military or DoD-related duties. Military child care programs must serve the highest priority DoD families first to ensure the most mission-critical families receive access to military child care.	**Statute:** 10 U.S.C. §1791-1800 **Regulation:** 32 CFR 79 **Guidance:** Office of the Assistant Secretary of Defense. "DoD Child Development Program Fees for School Year 2021-2022. Memorandum for Assistant Secretary of the Army, Navy, Air Force, Director of the Defense Logistics Agency." Washington, DC: Office of the Assistant Secretary of Defense, U.S. Department of Defense, 2021. U.S. Department of Defense. "Department of Defense Instruction (DoDI) 6060.02, Child Development Programs (CDP)." August 5, 2014, as amended (effective September 1, 2020). U.S. Department of Defense. "CYP Health and Sanitation Inspection Guide." Washington, DC: U.S. Department of Defense, 2020. U.S. Department of Defense. "CYP Safety Comprehensive Inspection Guide." Washington, DC: U.S. Department of Defense, 2020. U.S. Department of Defense. "OSD Inspection Criteria, CDCs." Washington, DC: U.S. Department of Defense, 2022. U.S. Department of Defense. "OSD Inspection Criteria, CYPs." Washington, DC: U.S. Department of Defense, 2022. U.S. Department of Defense. "OSD Inspection Criteria, FCCs." Washington, DC: U.S. Department of Defense, 2022. U.S. Department of Defense. "OSD Inspection Criteria, SACs." Washington, DC: U.S. Department of Defense, 2022. U.S. Department of Defense. "Annual Report to the Congressional Defense Committees on the Department of Defense Policy and Plans for Military Family Readiness." Washington, DC: U.S. Department of Defense, 2016. U.S. Department of Defense. "Policy Change Concerning Priorities for Department of Defense Child Care Programs." Information Memorandum. Washington, DC: U.S. Department of Defense, 2020.
U.S. Department of Education	21st Century Community Learning Centers (21st CCLC)	The 21st Century Community Learning Centers (CCLC) program helps create community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.	**Statute:** 20 U.S.C. §7171-7176 **Regulation:** No available regulation for this program **Guidance:** U.S. Department of Education. "21st Century Community Learning Centers Non-Regulatory Guidance." Washington, DC: Office of Elementary and Secondary Education, U.S. Department of Education, 2003. U.S. Department of Education. "Nita M. Lowey 21st Century Community Learning Centers Government Performance and Results Act Measure Indicators." Washington, DC: Office of Elementary and Secondary Education, U.S. Department of Education, n.d.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Education	Child Care Access Means Parents in Schools (CCAMPIS)	The Child Care Access Means Parents in Schools (CCAMPIS) program supports the participation of low-income parents in postsecondary education through the provision of campus-based child care services.	**Statute:** 20 U.S.C. §1070e **Regulation:** No available regulation for this program **Guidance:** U.S. Department of Education. "Application for Grants Under the Child Care Access Means Parents in School Program." CDFA Number: 84.335A. Washington, DC: Office of Postsecondary Education, U.S. Department of Education, 2021. U.S. Department of Education. "Child Care Access Means Parents in School (CCAMPIS) Program: Annual Performance Report Form." Washington, DC: Office of Postsecondary Education, U.S. Department of Education, 2022.
U.S. Department of Education	Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)	Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from families with low incomes. This program helps ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.	**Statute:** 20 U.S.C. §6301-6322 **Regulation:** 34 CFR 200 **Guidance:** U.S. Department of Education. "Consolidated State Performance Report, Part I User Guide, School Years 2020-21." Washington, DC: U.S. Department of Education, 2021. Office of Elementary and Secondary Education. "CSPR-EDFacts Crosswalk." Washington, DC: U.S. Department of Education, 2017. Available at https://oese.ed.gov/offices/office-of-administration/about-us/consolidated-state-performance-reports/#sy20-21. U.S. Department of Education, Office of Elementary and Secondary Education. "Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program." Washington, DC: U.S. Department of Education, 2016. U.S. Department of Education, Office of Elementary and Secondary Education. "Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act: Expanding Opportunities to Support our Youngest Learners." Washington, DC: U.S. Department of Education, 2016. U.S. Department of Education, Office of Elementary and Secondary Education. "Opportunities and Responsibilities for State and Local Report Cards Under the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act." Washington, DC: U.S. Department of Education, 2019. U.S. Department of Education, Office of Elementary and Secondary Education. "Within-District Allocations Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended." Washington, DC: U.S. Department of Education, 2022.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Education	Individuals with Disabilities Education Act (IDEA) Part B Section 619	Individuals with Disabilities Education Act (IDEA) Part B funds services for children ages 3-21 under the formula in Section 611 of the Act; however, the focus of this review is on section 619, which only funds services for children ages 3-5 years, who are not yet in kindergarten. Section 619 of the IDEA authorizes additional formula grants for services to preschool aged students with disabilities to states that are eligible for grants under Section 612 of Part B. In general, States are eligible if they make a free appropriate public education (FAPE) available to all children with disabilities, ages 3 through 5. While FAPE is not mandatory for that age group, all states are currently providing such services to preschool aged children and both Section 611 and Section 619 formula funds may be used for this purpose.	**Statute:** 20 U.S.C. §1411-1419 **Regulation**: 34 CFR 303 **Guidance:** U.S. Department of Education. "Part B State Performance Plan (SPP) and Annual Performance Report (APR), Part B Indicator Measurement Table - FFYs 2020-2025." Washington, DC: U.S. Department of Education, n.d. Office of Special Education and Rehabilitative Services. "IDEA Part B Child Count and Educational Environments for School Year 2020-21." Washington, DC: Office of Special Education and Rehabilitative Services, U.S. Department of Education, November 2021. Office of Special Education and Rehabilitative Services. "2022 Part B State Performance Plan/Annual Performance Report (Part B SPP/APR)." Washington, DC: Office of Special Education and Rehabilitative Services, U.S. Department of Education, September 2021. Early Childhood Technical Assistance Center. "Breadth of the Three Child Outcomes." Chapel Hill, NC: Early Childhood Technical Assistance Center, University of North Carolina at Chapel Hill, August 2021.
U.S. Department of Education	Individuals with Disabilities Education Act (IDEA) Part C	The program for Infants and Toddlers with Disabilities (Part C of IDEA) is a federally funded grant program which provides funds to state lead agencies to make available early intervention services for infants and toddlers with disabilities, birth through age 2, and their families. At the State's option, IDEA Part C services may be available beyond age three to the beginning of the school year following the child's third, fourth or fifth birthday. The goal of this program is to enhance the development of infants and toddlers with disabilities, reduce educational costs by reducing the need for special education through early intervention efforts, maximize independence, and enhance parents and family capacity to meet their children's needs. While not mandatory, all states (56 jurisdictions and the BIE) are currently making available IDEA services to infants and toddlers with disabilities and their families.	**Statute:** 20 U.S.C. §1431-1444 **Regulation:** 34 CFR 303 **Guidance:** U.S. Department of Education. "Part C State Performance Plan (SPP) and Annual Performance Report (APR), Part C Indicator Measurement Table - FFYs 2020-2025." Washington, DC: U.S. Department of Education, n.d. Office of Special Education and Rehabilitative Services. "IDEA Part C Child Count and Settings for School Year 2020-21." Washington, DC: Office of Special Education and Rehabilitative Services, U.S. Department of Education, November 2021. Early Childhood Technical Assistance Center. "Breadth of the Three Child Outcomes." Chapel Hill, NC: Early Childhood Technical Assistance Center, University of North Carolina at Chapel Hill, August 2021.

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U.S. Department of Education	Title VI of the Elementary and Secondary Education Act— Indian, Native Hawaiian, and Alaska Native Education	Title VI of the Elementary and Secondary Education Act aims to support the efforts of local education agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the academic needs (both educational and cultural) of American Indian and Alaska Native (AIAN) students. Title VI helps AIAN students gain knowledge and understanding of language, histories, traditions, and cultures, and ensures that staff who serve these students are able to provide culturally appropriate and effective instruction. The purpose of the Native Hawaiian Education program (NHE) is to develop innovative education programs to assist Native Hawaiians and to supplement and expand programs and authorities in the area of education. The purpose of the Alaska Native Education (ANE) program is to support innovative projects that recognize and address the unique educational needs of Alaska Native children and adults.	**Statute:** 20 U.S.C. §7401 **Regulation:** 34 CFR 263 **Guidance:** Office of Elementary and Secondary Education. "Native American Language Program, Frequently Asked Questions." Washington, DC: Office of Elementary and Secondary Education, U.S. Department of Education, 2019. Office of Indian Education. "Formula Grant Electronic Application System for Indian Education (EASIE Version 16.0), Frequently Asked Questions (FAQs), Part I." Washington, DC: Office of Indian Education, U.S. Department of Education, 2022. Office of Indian Education. "Formula Grant Electronic Application System for Indian Education (EASIE Version 15.0), Frequently Asked Questions (FAQs), Part II." Washington, DC: Office of Indian Education, U.S. Department of Education, 2021.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF)	Child Care and Development Fund (CCDF)	The Child Care and Development (CCDF) program is a federal and state partnership program funded through the Child Care and Development Block Grant. This program provides financial assistance to families with low incomes and who have children younger than 13 so parents can access child care and work or attend a job training or educational program. States might also use the funding for programs that build the skills and qualifications of the teacher workforce, support child care programs, and provide consumer education to parents to assist them in their child care selections to best meet their needs.	**Statute:** 42 U.S.C. §618, 42 U.S.C. §9857-9858 **Regulation:** 45 CFR 98 **Guidance:** Office of Child Care. "Child Care and Development Fund Annual Aggregate Report." Washington, DC: Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services, August 2021. Office of Child Care. "Child Care and Development Fund Tribal Annual Report (ACF-700) Manual: Guide for CCDF Tribal Lead Agencies." Washington, DC: Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services, September 2021. Office of Child Care. "Child Care and Development Fund (CCDF) State/Territory Plan for FFY 2019-2021." Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, June 2018. Office of Child Care. "Child Care and Development Fund Tribal Plan for FFY 2020-2022." Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, July 2019. Office of Child Care. "CCDF Reporting Overview for States and Territories." Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, January 2021. Office of Child Care. "Overview of Reporting Requirements for Tribes." Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, September 2012. Office of Child Care. "Program Instruction on Revised State/Territory Plan Preprint." CCDF-ACF-PI-2021-02. Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, March 2021. Office of Child Care. "Program Instruction on CCDF Child Care Annual Aggregate Report and Instructions." CCDF-ACF-PI-2021-03. Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, August 2021. Office of Child Care. "Program Instruction on CCDF Tribal Annual Report Form ACF-700." CCDF-ACF-PI-2021-04. Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, November 2021. Office of Child Care. "Program Instruction on OMB Changes to the QPR." CCDF-ACF-PI-2021-07. Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, December 2021. Office of Child Care. "Program Instruction on Procedures to Consolidate the CCDF Program." CCDF-ACF-PI-2019-04. Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, July 2019. Office of Child Care. "Program Instruction on Submitting the Triennial Child Count Declaration for Tribes and Tribal Organizations." CCDF-ACF-PI-2019-02. Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, May 2019. Office of Child Care. "Program Instruction on Guidance for Using the Tribal CCDF Plan Preprint." CCDF-ACF-PI-2019-03. Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, July 2019.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF) (*continued*)	Child Care and Development Fund (CCDF) (*continued*)		Office of Child Care. "Program Instruction on Guidance on Alternative Approaches for Purposes of Conducting Background Checks of Child Care Staff and Monitoring and Inspection of Child Care Providers." CCDF-ACF-PI-2019-05. Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, August 2019.Office of Child Care. "Child Care Consumer Education Website Requirements and Resources. Information Memorandum: CCDF-ACF-IM-2018-02." Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, July 2018.Office of Child Care. "Child Care and Development Fund (CCDF) Policy Opportunities for Supporting Populations Impacted by Opioid Misuse and Substance Use Disorders. Information Memorandum: CCDF-ACF-IM-2019-01." Washington, DC: Office of Child Care, U.S. Department of Health and Human Services, June 2019.
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			Administration for Children and Families. "Child Care and Development Fund (CCDF) Plan for State/Territory (FFY 2022-2024)." Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, 2021.
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF)	Child Support Program	The federal Office of Child Support Enforcement partners with federal, state, tribal, and local governments and others to promote parental responsibility so children receive reliable support from both of their parents as they grow to adulthood. Through their programs, OCSE aims to promote responsible parenting, family self-sufficiency, and child well-being. Two important focuses of the program are paternity establishment, which is linked to positive effects on a child's well-being, and access and visitation services, which help build parents' capacity to provide for the full potential of children and help children gain access to their noncustodial parents. OCSE also encourages child support agencies to explore partnership opportunities and funding options for promoting work activities, such as through the Knowledge Works! initiative.	**Statute:** 42 U.S.C. §651 - 669b; 42 U.S.C. § 701(a)(3); 42 U.S.C. §702 **Regulation:** 45 CFR §300-311; 42 CFR § 51a.3 **Guidance:** Office of Child Support Enforcement. "Use of IV-D Incentive Funds for NCP Work Activities." Washington, DC: Office of Child Support Enforcement, Administration for Children and Families, U.S. Department of Health and Human Services, 2018. Office of Child Support Enforcement. "Final Rule: Grants to States for Access and Visitation Programs." AT-99-07. Washington, DC: Office of Child Support Enforcement, Administration for Children and Families, U.S. Department of Health and Human Services, 1999. Office of Child Support Enforcement. "Knowledge Works!: Guide for Employment Services Implementation and Program Planning." Washington, DC: Office of Child Support Enforcement, Administration for Children and Families, U.S. Department of Health and Human Services, 2019. Available at https://www.acf.hhs.gov/css/employment-programs/planning-tools-policy-resources-and-funding-guidance. Office of Child Support Enforcement. "Knowledge Works!: Program Model — Comprehensive Participation." Washington, DC: Office of Child Support Enforcement, Administration for Children and Families, U.S. Department of Health and Human Services, 2019. Available at https://www.acf.hhs.gov/css/employment-programs/existing-program-models.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF) (*continued*)	Child Support Program (*continued*)		Office of Child Support Enforcement. "Knowledge Works!: Checklist for Employment Services Implementation and Program Planning." Washington, DC: Office of Child Support Enforcement, Administration for Children and Families, U.S. Department of Health and Human Services, 2019. Available at https://www.acf.hhs.gov/css/employment-programs/planning-tools-policy-resources-and-funding-guidance.
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U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF)	Child Welfare Services Program (Title IV-B, Subpart 1 of the Social Security Act)	Title IV-B provides grants to states and tribes for programs designed to keep families together, but does not provide funds directly to program participants. These programs include preventive intervention so that, if possible, children will not have to be removed from their homes. If this is not possible, children are placed in foster care, and reunification services are available to encourage the return of children who have been removed from their families. Services are available to children and their families without regard to income.	**Statute:** 42 U.S.C. §620-628b **Regulation:** 45 CFR 1355, 1357 **Guidance:** Children's Bureau. "June 30, 2019 Submission of the CFSP Final Report (For FYs 2015-2019 and 2020-2024) and the CFS-101: Program Instruction." ACYF-CB-PI-19-04. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, March 2019. Children's Bureau. "June 30, 2019 Submission of the CFSP Final Report (For FYs 2015-2019 and 2020-2024) and the CFS-101." ACYF-CB-PI-19-02. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, February 2019. Children's Bureau. "Child and Family Services Reviews: Procedures Manual." Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, November 2015. Children's Bureau. "Child and Family Services Reviews Technical Bulletin #13." Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, August 2021. Children's Bureau. "Child and Family Services Reviews: Onsite Review Instrument and Instructions." Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, April 2021. Children's Bureau. "Children's Bureau Advancing Equity and Inclusion Through the Child and Family Services Reviews." Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, n.d. Available at https://www.cfsrportal.acf.hhs.gov/announcements/new-resource-advancing-equity-and-inclusion-through-cfsrs. Children's Bureau. "Child and Family Services Reviews Technical Bulletin #13A (Amended)." Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, June 2022.
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF)	Community-Based Child Abuse Prevention (CBCAP) Grants	Community-Based Child Abuse Prevention Grants support community-based efforts to develop and coordinate programs that aim to prevent child abuse and neglect and foster understanding, appreciation, and knowledge of diverse populations to prevent and treat child abuse and neglect. Programs can use the funds to develop a continuum of preventive services through public–private partnerships; to design, maintain, expand, or redevelop child abuse prevention programs; or to fund public educational activities focused on child abuse prevention.	**Statute:** 42 U.S.C. §5116 **Regulation:** No available regulation for this program **Guidance:** Children's Bureau. "Availability of Fiscal Year (FY) 2021 Funds Under the Community-Based Grants for the Prevention of Child Abuse and Neglect Program Created by Title II of the Child Abuse Prevention and Treatment Act (CAPTA) as Amended by Public Law (P.L.) 115-271." Program Instruction: ACYF-CB-PI-21-03. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, March 2021. Children's Bureau. "Supplemental Funding Under the American Rescue Plan Act of 2021 for the CBCAP and CAPTA State Grant programs." Program Instruction: ACYF-CB-PI-21-07. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, May 2021.

Federal department/agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF)	Early Head Start	Early Head Start is a no-cost program that provides comprehensive child development and family support services for (1) infants and toddlers and their families with low incomes, and (2) pregnant women and their families with low incomes (see Head Start for services for children ages 3 to 5). Early Head Start programs aim to nurture healthy attachments between parent and child (and child and caregiver). Services encompass the full range of a family's needs from pregnancy through a child's 3rd birthday.	**Statute:** 42 U.S.C. §9831 **Regulation:** 45 CFR 1302 **Guidance:** Office of Head Start. "Poverty Guidelines and Determining Eligibility for Participation in Head Start Programs." Washington, DC: Office of Head Start, Early Childhood Learning and Knowledge Center, December 2021. Office of Head Start. "Head Start and Early Head Start Eligibility for Children in Kinship Care. Information Memorandum: ACF-IM-HS-19-03." Washington, DC: Office of Head Start, Early Childhood Learning and Knowledge Center, September 2019. Office of Head Start. "Head Start Categorical Eligibility for Families Eligible for the Supplemental Assistance Program. Information Memorandum: ACF-IM-HS-22-03." Washington, DC: Office of Head Start, Early Childhood Learning and Knowledge Center, April 2022. Office of Head Start. "Head Start Program Performance Standards. 45 CFR Chapter XIII." Washington, DC: Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, September 2016. National Center on Program Management and Fiscal Operations "ERSEA: Prioritizing Eligibility and Meeting the Greatest Need." Washington, DC: National Center on Program Management and Fiscal Operations, Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, n.d. National Center on Program Management and Fiscal Operations. "Community Assessment: The Foundation for Program Planning in Head Start." Washington, DC: National Center on Program Management and Fiscal Operations, Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, August 2019. Office of Head Start. "Office of Head Start (OHS) Expectations for Head Start Programs in Program Year (PY) 2021-2022." ACF-PI-HS-21-04. Washington, DC: Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, May 2021. Office of Head Start. "2020-2021 Head Start Program Information Report." Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, n.d. Early Childhood Learning and Knowledge Center. "Head Start Parent, Family, and Community Engagement Framework." Washington, DC: Early Childhood Learning and Knowledge Center, Office of Head Start, December 2021. Office of Head Start. "Head Start and Child Welfare Partnerships: Partnering with Families Involved in the Child Welfare System." ACF-IM-HS-10-04. Washington, DC: Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, July 2010. Office of Head Start. "Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five." ACF-IM-HS-10-02. Washington, DC: Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, May 2010.Office of Head Start. "Head Start Early Learning Outcomes Framework: Ages Birth to Five." Washington, DC: Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, 2015. National Center on Parent, Family and Community Engagement. "Understanding Family Engagement Outcomes: Research to Practice Series." Washington, DC: National Center on Parent, Family and Community Engagement, Administration for Children and Families, U.S. Department of Health and Human Services, 2013.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF) (*continued*)	Early Head Start (*continued*)		National Center on Parent, Family, and Community Engagement. "Head Start Parent, Family, and Community Engagement Framework." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement, 2018.
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF)	Head Start	Head Start provides a no-cost program that promotes school readiness for children ages 3 to 5 from families with incomes at or below the federal poverty threshold (see Early Head Start for services for infants, toddlers, and pregnant women). Head Start programs provide a learning environment that supports children's growth in many areas, such as language, literacy, and social and emotional development. Services are provided in a variety of settings, including centers, family child care, and children's own homes. Head Start programs aim to provide a positive learning environment focused on children's health and physical development, family well-being, and early learning and development that is culturally relevant and responsive. These programs offer services such as supports for housing stability, continued education, and financial security. In addition to income-based eligibility requirements, children in foster care, children experiencing homelessness, and children from families eligible for public assistance (Temporary Assistance for Needy Families, Supplemental Security Income, and Supplemental Nutrition Assistance Program) are also categorically eligible.	**Statute:** 42 U.S.C. §9831 **Regulation:** 45 CFR 1302 **Guidance:** Early Childhood Learning and Knowledge Center. "Poverty Guidelines and Determining Eligibility for Participation in Head Start Programs." Washington, DC: Office of Head Start, Early Childhood Learning and Knowledge Center, December 2021. Early Childhood Learning and Knowledge Center. "Head Start and Early Head Start Eligibility for Children in Kinship Care. Information Memorandum: ACF-IM-HS-19-03." Washington, DC: Office of Head Start, Early Childhood Learning and Knowledge Center, September 2019. Early Childhood Learning and Knowledge Center. "Head Start Categorical Eligibility for Families Eligible for the Supplemental Assistance Program. Information Memorandum: ACF-IM-HS-22-03." Washington, DC: Office of Head Start, Early Childhood Learning and Knowledge Center, April 2022. Office of Head Start. "Head Start Program Performance Standards. 45 CFR Chapter XIII." Washington, DC Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, September 2016. National Center on Program Management and Fiscal Operations. "ERSEA: Prioritizing Eligibility and Meeting the Greatest Need." Washington, DC: National Center on Program Management and Fiscal Operations, Administration for Children and Families, U.S. Department of Health and Human Services, n.d. National Center on Program Management and Fiscal Operations. "Community Assessment: The Foundation for Program Planning in Head Start." Washington, DC: National Center on Program Management and Fiscal Operations. Administration for Children and Families, U.S. Department of Health and Human Services, August 2019. Office of Head Start. "Office of Head Start (OHS) Expectations for Head Start Programs in Program Year (PY) 2021-2022." ACF-PI-HS-21-04. Washington, DC: Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, May 2021. Administration for Children and Families. "2020-2021 Head Start Program Information Report." Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, n.d. Office of Head Start. "Expulsion and Suspension Policy Statement." ACF-IM-HS-16-01. Washington, DC: Office of Head Start and Office of the Deputy Assistant Secretary's Office on Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services, November 2016. Office of Head Start. "Head Start and Child Welfare Partnerships: Partnering with Families Involved in the Child Welfare System." ACF-IM-HS-10-04. Washington, DC: Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, July 2010.

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U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF) (*continued*)	Head Start (*continued*)		Office of Head Start. "Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five." ACF-IM-HS-10-02. Washington, DC: Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, May 2010.Office of Head Start. "Head Start Early Learning Outcomes Framework: Ages Birth to Five." Washington, DC: Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, 2015. National Center on Parent, Family and Community Engagement. "Understanding Family Engagement Outcomes: Research to Practice Series." Washington, DC: National Center on Parent, Family and Community Engagement, Administration for Children and Families, U.S. Department of Health and Human Services, 2013. National Center on Parent, Family, and Community Engagement. "Head Start Parent, Family, and Community Engagement Framework." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement, 2018.
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF)	Preschool Development Grant Birth through Five (PDG B-5)	Preschool Development Grant Birth through Five (PDG B-5) aims to support states in coordinating and aligning existing programs within the state's early childhood care and education mixed delivery system serving children birth through age five. PDG B-5 focuses on strengthening early childhood education systems to prepare children from families with low income to enter kindergarten and early elementary grades, increase program operating and cost efficiencies, expand parental choices and involvement, and ensure families are linked to the full range of needed services.	**Statute:** 42 U.S.C. §9831 note. **Regulation:** No available regulation for this program **Guidance:** Office of Early Childhood Development. "Preschool Development Grant Birth through Five Performance Progress Report." OMB No: 0970-0490. Washington, DC: Office of Early Childhood Development, Administration for Children and Families, U.S. Department of Health and Human Services, n.d. Office of Early Childhood Development. "Preschool Development Grant Birth through Five Renewal Grant Performance Progress Report." OMB No: 0970-0490. Washington, DC: Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services, n.d. Office of Child Care. "Preschool Development Grant Birth through Five Renewal Grant, Annual Performance Progress Report (APPR) Questions." OMB No: 0970-0490. Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, December 2021. Office of Child Care. "PDG B5 Program Performance Evaluation Plans." Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, n.d. Office of Child Care. "PDG B-5 Needs Assessment Guidance." Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, n.d. Office of Child Care. "Preschool Development Grant Birth through Five (PDG B-5) HHS-2018-ACF-OCC-TP-1379." Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, 2018. Office of Child Care. "Preschool Development Grant Birth through Five (PDG B-5) Renewal Grant HHS-2019-ACF-OCC-TP-1567." Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, 2019.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF)	Temporary Assistance for Needy Families (TANF)	The Temporary Assistance for Needy Families (TANF) federal block grant program provides funding to states to administer the TANF program. TANF provides monthly cash assistance payments directly to families who have low incomes and children, to help families achieve economic self-sufficiency. TANF also provides a variety of services to participating families, including job skills training, work experience, job-readiness training, child care assistance, transportation, and other work-related expenses. The goals of the TANF program are to (1) assist needy families so children can be cared for in their homes; (2) end the dependence of needy parents on government benefits by promoting job preparation, work, and marriage support; (3) prevent and reduce out-of-wedlock pregnancies; and (4) encourage the formation and maintenance of two-parent families.	**Statute:** 42 U.S.C. §601-619 **Regulation:** 45 CFR 260; 45 CFR 265 **Guidance:** Office of Family Assistance. "Funding Childhood Education, School Readiness, Kindergarten and Other Public Education Programs." TANF-ACF-PI-2005-01. Washington, DC: Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services, April 2005. Administration for Children and Families. "Q & A: Income Eligibility and Verification System (IEVS)." Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, December 2010. Administration for Children and Families. "Q & A: Use of Funds." Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, May 2013.
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF)	The Federal Foster Care Program and the Prevention Services Program (Title IV-E of the Social Security Act)	The Federal Foster Care Program helps provide safe and stable out-of-home care for children until the children are safely returned home, placed permanently with adoptive families, or placed in other planned arrangements for permanency. Under Title IV-E of the Social Security Act, states, territories, and tribes are entitled to claim partial federal reimbursement for the cost of providing foster care, adoption assistance, and kinship guardianship assistance to children who meet federal eligibility criteria. In addition, optional Title IV-E funding is available for prevention services for mental health, substance abuse, and in-home substance abuse, as well as in-home parent skill-based programs. These services are offered to children or youth who are candidates for foster care, pregnant or parenting youth in foster care, and the parents or kin caregivers of those children and youth.	**Statute:** 42 U.S.C. §670-679c **Regulation:** 45 CFR 1355, 1356 **Guidance:** Children's Bureau. "Agency Plan for Title IV-E of the Social Security Act Foster Care and Adoption Assistance." OMB No. 0970-0433. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, May 2018. Children's Bureau. "Child and Family Services Reviews: Procedures Manual." Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, November 2015. Children's Bureau. "Child and Family Services Reviews Technical Bulletin #13." Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, August 2021. Children's Bureau. "Child and Family Services Reviews: Onsite Review Instrument and Instructions." Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, April 2021. "Public Law 115-123, the Family First Prevention Services Act: Implementation of Title IV-E Plan Requirements." ACYF-CB-PI-18-07. Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, July 2018.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF) (*continued*)	The Federal Foster Care Program and the Prevention Services Program (Title IV-E of the Social Security Act) (*continued*)		Children's Bureau. "Children's Bureau Advancing Equity and Inclusion Through the Child and Family Services Reviews." Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, n.d. Available at https://www.cfsrportal.acf.hhs.gov/announcements/new-resource-advancing-equity-and-inclusion-through-cfsrs. Children's Bureau. "Child and Family Services Reviews Technical Bulletin #13A (Amended)." Washington, DC: Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, June 2022.
U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF)	Tribal Maternal, Infant, and Early Childhood Home Visiting (TMIECHV)	The Tribal Maternal, Infant, and Early Childhood Home Visiting Program is designed to develop and strengthen tribal capacity to support and promote the health and well-being of American Indian and Alaska Native (AIAN) families; expand the evidence-base around home visiting in tribal communities; and support and strengthen cooperation and linkages between programs that provide services to AIAN children and their families. The Tribal MIECHV program provides specific grants to tribal organizations to develop, implement, and evaluate home visiting programs in American Indian and Alaska Native communities.	**Statute:** 42 U.S.C. §711 **Regulation:** No available regulation for this program **Guidance:** Administration for Children and Families. "Tribal Maternal, Infant, and Early Childhood Home Visiting Program: Implementation Plan Guidance & Form 1." OMB No. 9070-0389. Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, n.d. Administration for Children and Families. "Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV): Home Visiting Form 2, Grantee Performance Measures." OMB No. 9070-0500. Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services, n.d.
U.S. Department of Health and Human Services, Centers for Disease Control and Prevention	Essentials for Childhood	Essentials for Childhood proposes strategies communities can consider to promote relationships and environments that help children grow up to be healthy and productive citizens so that they, in turn, can build stronger and safer families and communities for their children. The Center for Disease Control and Prevention's (CDC's) Division of Violence Prevention has funded seven state health departments to implement the four goals of the Essentials for Childhood Framework. The CDC is also offering technical assistance and training to other states that do not receive CDC funding but implementing the framework at varying levels.	**Statute:** No available statute for this program **Regulation**: No available regulation for this program **Guidance:** National Center for Injury Prevention and Control. "Essentials for Childhood: Creating Safe, Stable, Nurturing Relationships and Environments for All Children." Atlanta, GA: National Center for Injury Prevention and Control, Division of Violence Prevention, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, n.d. National Center for Injury Prevention and Control. "Preventing Child Abuse and Neglect: A Technical Package for Policy, Norm, and Programmatic Activities." Atlanta, GA: National Center for Injury Prevention and Control, Division of Violence Prevention, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2016. Centers for Disease Control and Prevention. "State Essentials for Childhood Initiative: Implementation of Strategies and Approaches for Child Abuse and Neglect Prevention." CDC-RFA-CE18-1803. Atlanta, GA: Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2018.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services, Centers for Disease Control and Prevention	Learn the Signs. Act Early	The Learn the Signs. Act Early. (LTSAE) program aims to improve early childhood systems by promoting family-engagement in developmental monitoring to increase the early identification and support of children with autism or other developmental disabilities. This program supports the Act Early Ambassadors, shares information and resources related to early identification of developmental delays and disabilities, and promotes the adoption and integration of LTSAE resources in systems serving children and families.	**Statute:** No available statute for this program **Regulation:** No available regulation for this program **Guidance:** National Center on Disability in Public Health. "Request for Application: CDC-AUCD Leadership Opportunity, Act Early Ambassadors: State or Territorial Liaisons to CDC's "Learn the Signs. Act Early." Program." Silver Spring, MD: National Center on Disability in Public Health, Association of University Centers on Disabilities. Centers for Disease Control and Prevention. "Learn the Signs. Act Early - Levels of Integration." Washington, DC: Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, n.d.
U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services	Children's Health Insurance Program (CHIP)	Children's Health Insurance Program (CHIP) provides health coverage to eligible children from families with low incomes. States can determine whether they would like to design their CHIP program as a separate program, as an expansion of Medicaid, or as a combination of Medicaid expansion and a separate CHIP program. The program is funded jointly by states and the federal government and is administered by states.	**Statute:** 42 U.S.C. §1397aa-mm **Regulation:** 42 CFR 457 **Guidance:** Centers for Medicare & Medicaid Services. "2022 Core Set of Children's Health Care Quality Measures for Medicaid and CHIP (Child Core Set)." Washington, DC: Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, 2022. Center for Medicaid and CHIP Services. "Core Set of Children's Health Care Quality Measures for Medicaid and CHIP (Child Core Set) Technical Specifications and Resource Manual for Federal Fiscal Year 2021 Reporting." Washington, DC: Center for Medicaid and CHIP Services, Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, March 2021. Centers for Medicare & Medicaid Services. "CHIP, Eligibility Standards." Washington, DC: Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, n.d. Available at https://www.medicaid.gov/chip/eligibility/index.html. Centers for Medicare & Medicaid Services. "Child Core Set Reporting Resources." Washington, DC: Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, n.d. Available at https://www.medicaid.gov/medicaid/quality-of-care/performance-measurement/adult-and-child-health-care-quality-measures/child-core-set-reporting-resources/index.html. Centers for Medicare & Medicaid Services. "State Health Performance System." Washington, DC: Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, n.d. Available at https://www.medicaid.gov/state-overviews/scorecard/state-health-system-performance/index.html. Medicaid and CHIP Learning Collaborative. "Training Materials for State Staff: Overview of the Medicaid and CHIP Eligibility and Enrollment Performance Indicators." Washington, DC: Medicaid and CHIP Learning Collaborative, September 2015.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services	Medicaid	Medicaid provides health insurance coverage for eligible people with low incomes, including adults, children, pregnant mothers, elderly adults, and people with disabilities. The program is funded jointly by states and the federal government and is administered by states.	**Statute**: 42 U.S.C. §1396-1396w-6 **Regulation:** 42 CFR 456 **Guidance:** Centers for Medicare & Medicaid Services. "2022 Core Set of Adult Health Care Quality Measures for Medicaid (Adult Core Set)." Washington, DC: Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, 2022. Centers for Medicare & Medicaid Services. "2022 Core Set of Children's Health Care Quality Measures for Medicaid and CHIP (Child Core Set)." Washington, DC: Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, 2022. Centers for Medicare & Medicaid Services. "Measurement Period for Denominators and Numerators for the FFY 2021 Child Core Set Measures." Washington, DC: Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, 2021. Centers for Medicare & Medicaid Services. "List of Medicaid Eligibility Groups." Washington, DC: Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, n.d. Available at https://www.medicaid.gov/medicaid/eligibility/index.html. Centers for Medicare & Medicaid Services. "State Health Performance System." Washington, DC: Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, n.d. Available at https://www.medicaid.gov/state-overviews/scorecard/state-health-system-performance/index.html. Center for Medicaid and CHIP Services. "Core Set of Adult Health Care Quality Measures for Medicaid (Adult Core Set), Technical Specifications and Resource Manual for Federal Fiscal Year 2021 Reporting." Washington, DC: Center for Medicaid and CHIP Services, Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, March 2021. Center for Medicaid and CHIP Services. "Core Set of Children's Health Care Quality Measures for Medicaid and CHIP (Child Core Set) Technical Specifications and Resource Manual for Federal Fiscal Year 2021 Reporting." Washington, DC: Center for Medicaid and CHIP Services, Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, March 2021. Centers for Medicare & Medicaid Services. "Child Core Set Reporting Resources." Washington, DC: Center for Medicaid and CHIP Services, Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services, n.d. Available at https://www.medicaid.gov/medicaid/quality-of-care/performance-measurement/adult-and-child-health-care-quality-measures/child-core-set-reporting-resources/index.html. Medicaid and CHIP Learning Collaborative. "Training Materials for State Staff: Overview of the Medicaid and CHIP Eligibility and Enrollment Performance Indicators." Washington, DC: Medicaid and CHIP Learning Collaborative, September 2015.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)	Early Childhood Comprehensive Systems (ECCS) Program	Early Childhood Comprehensive Systems Program (ECCS) aims to strengthen, align, and sustain statewide maternal and early childhood systems of care, with a focus on engaging and connecting the health system. This program seeks to increase the capacity of health systems to connect families of young children to a continuum of services that promote early developmental health and family well-being. ECCS aims to provide services that are effective, culturally relevant, and evidence based. ECCS focuses on the prenatal-to-age-3 period as a critical window of opportunity to reduce risks for young children's health and development and to demonstrate improvement in indicators of infants' health and well-being.	**Statute:** 42 U.S.C. §701(a)(3) **Regulation:** 42 CFR 51a **Guidance:** Health Resources and Services Administration. "Early Childhood Systems." Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services, February 2022. Available at https://mchb.hrsa.gov/programs-impact/programs/early-childhood-systems. Maternal and Child Health Bureau. "Early Childhood Comprehensive Systems Health Integration Prenatal-to-Three Program, A Resource for New Awardees." Washington, DC: Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, 2021. Maternal and Child Health Bureau. "Discretionary Grant Information System (DGIS) Tip Sheet for ECCS: Health Integration Prenatal-to-Three Awardees New Competing Performance Report." Washington, DC: Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, October 2021. Maternal and Child Health Bureau. "System Asset and Gap Analysis, Guidance for Awardees, Early Childhood Comprehensive Systems (ECCS): Health Integration Prenatal-to-Three Program." Washington, DC: Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, n.d. Maternal and Child Health Bureau. "Early Childhood Comprehensive Systems: Health Integration Prenatal-to-Three Program." HRSA-21-078. Washington, DC: Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, 2020.
U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)	Early Hearing Detection and Intervention (EHDI) State Programs	The Early Hearing Detection and Intervention Program supports the development of state and territory programs and systems of care to ensure that children who are deaf or hard of hearing are identified through newborn, infant, and early childhood hearing screening. The program also helps ensure receive diagnosis and appropriate early intervention to optimize language, literacy, cognitive, social, and emotional development. In addition, the grant program aims to develop and improve data collection systems related to newborn, infant, and young child hearing screening and evaluation, as well as to identify gaps and challenges related to these screenings, evaluations, and intervention programs and outcomes. This program supports grants to 59 U.S. states and territories.	**Statute:** 42 U.S.C. 280g-1(a) **Regulation:** No available regulation for this program **Guidance:** Centers for Disease Control and Prevention (CDC). "2020 CDC EHDI Hearing Screening and Follow-up Survey (HSFS): Explanations." Atlanta, GA: Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2020. Maternal and Child Health Bureau. "Early Hearing Detection and Intervention Program." HRSA-20-047. Washington, DC: Maternal and Child Health Bureau, Division of Services for Children with Special Health Needs, Health Resources and Services Administration, U.S. Department of Health and Human Services, 2019.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)	Family-to-Family Health Information Centers	Family-to-family Health Information Centers (F2Fs) are family-led centers, staffed by family members who have first-hand experience with children and youth with special health care needs (CYSHCN), defined as children who have or are at increased risk for chronic physical, developmental, behavioral, or emotional condition, and understand the challenges other families might face. The goal for staff in F2Fs is to provide support for families caring for CYSHCN, as well as to help providers, state and federal agencies, legislators, and others better understand how to serve the needs of CYSHCN and their families. The program will fund one F2F Health Information Center in each of the 50 states, the District of Columbia, and the 5 U.S. Territories, and up to 3 F2F Health Information Centers to serve American Indians/Alaska Natives.	**Statute:** 42 U.S.C. § 701(c) **Regulation:** No available regulation for this program **Guidance:** Division of Services for Children with Special Health Care Needs. "Family-to-Family Health Information Centers." HRSA-22-069. Washington, DC: Division of Services for Children with Special Health Care Needs, Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, 2022.
U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)	Health Center Program	Health centers are designed to deliver affordable, accessible, quality, and value-based primary health care to people across the country. Over 1,400 health centers provide care in every U.S. state and territory through approximately 14,000 service delivery sites.	**Statute:** 42 U.S.C. §254b **Regulation:** 42 CFR 51c **Guidance:** Bureau of Primary Health Care. "Uniform Data System: 2021 Health Center Data Reporting Requirements." Washington, DC: Bureau of Primary Health Care, Health Resources and Services Administration, U.S. Department of Health and Human Services, August 2021. Health Resources and Services Administration. "Approved Uniform Data System Changes for Calendar Year 2022, Program Assistance Letter." Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services, November 2021. Bureau of Primary Health Care. "Health Center Program Compliance Manual." Washington, DC: Bureau of Primary Health Care, Health Resources and Services Administration, U.S. Department of Health and Human Services, August 2018.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)	Healthy Start	Healthy Start aims to improve health outcomes before, during, and after pregnancy, and reduce racial/ethnic differences in rates of infant death and adverse perinatal outcomes by improving access to quality health care and services for women, infants, children, and families. This program does the following: provides outreach, care coordination, health education, and linkage to health insurance; strengthens the health workforce, specifically those individuals responsible for providing direct services; builds healthy communities and ensures ongoing, coordinated, comprehensive services are delivered efficiently and effectively; and promotes and improves health equity by connecting with appropriate organizations.	**Statute:** 42 U.S.C. §254c-8 **Regulation:** 42 CFR 51c **Guidance:** JSI. "Breastfeeding Through 6 Months." Developed by JSI for the Healthy Start EPIC Center. Washington, DC: Healthy Start Epic Center, n.d. Available at http://healthystartepic.org/. JSI. "Daily Reading." Developed by JSI for the Healthy Start EPIC Center. Washington, DC: Healthy Start Epic Center, n.d. Available at http://healthystartepic.org/. JSI. "Engaged Fathers." Developed by JSI for the Healthy Start EPIC Center. Washington, DC: Healthy Start Epic Center, 2018. Available at http://healthystartepic.org/. JSI. "Well Child Visit." Developed by JSI for the Healthy Start EPIC Center. Washington, DC: Healthy Start Epic Center, n.d. Available at http://healthystartepic.org/. Healthy Start EPIC Center. "Healthy Start Benchmarks: Data Dictionary." Washington, DC: Healthy Start Epic Center, November 2020. Maternal and Child Health Bureau. "Healthy Start Initiative: Eliminating Disparities in Perinatal Health." HRSA-19-049. Washington, DC: Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, 2018. Maternal and Child Health Bureau. "Healthy Start Supplement: Community-Based Doulas." HRSA-21-121. Washington, DC: Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, 2021. Maternal and Child Health Bureau. "Healthy Start Supplement: Community-Based Doulas." HRSA-22-148. Washington, DC: Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, 2022. Maternal and Child Health Bureau. "Catalyst for Infant Health Equity." HRSA-22-066. Washington, DC: Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, 2022. Healthy Start EPIC. "HSMED-II Fact Sheet." Washington, DC: Healthy Start EPIC, November 2020. Available at https://www.healthystartepic.org/wp-content/uploads/2020/11/HSMED-II-Fact-Sheet_Nov20.pdf.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)	Infant Toddler Court Program (ITCP)	The Infant Toddler Court Program (ITCP) aims to improve the health, safety, well-being and development of infants, toddlers, and families in the child welfare system, including those who have experienced or are at risk for significant maltreatment. The ITCP addresses gaps in evidence-based practice and systems coordination to improve the response to very young children and families involved in, or at risk for involvement in, the child welfare system. This program also promotes a community-driven, preventative approach to strengthen families, prevent child maltreatment, and advance long-term health and development. The ITCP uses two-generation, trauma-informed interventions that concurrently address the needs of parents and children and mitigate the multi-generational transmission of trauma.	**Statute:** 42 USC §701(a)(2); 42 U.S.C. §702(a) **Regulation:** 42 CFR 51a **Guidance:** Maternal and Child Health Bureau. "Early Childhood Systems." Washington, DC: Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, February 2022. Available at https://mchb.hrsa.gov/programs-impact/programs/early-childhood-systems. Health Resources and Services Administration. "Infant-Toddler Court Program - State Awards and Infant-Toddler Court Program - National Resource Center." HRSA-22-073 and HRSA-22-074. Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services, 2022.
U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)	Maternal and Child Health (MCH) Block Grant (Title V)	The Maternal and Child Health Services Block Grant Program (Title V) seeks to create federal and state partnerships that support mothers and children in gaining access to quality health care. Partnerships also aim to do the following: reduce infant mortality and the incidence of preventable diseases through health promotion efforts; increase access to comprehensive prenatal and postnatal care; increase health assessments and follow-up diagnostic and treatment services; support family-centered, community-based systems of coordinated care; and support families in applying for Medicaid services for eligible pregnant women, infants, and children. These programs aim to serve all pregnant mothers, infants, and children, particularly children with special health care needs, with a focus on families with low incomes.	**Statute:** 42 U.S.C. §701-709 **Regulation:** 45 CFR 96 **Guidance:** Health Resources and Services Administration. "Title V Maternal and Child Health Services Block Grant to States Program: Guidance and Forms for the Title V Application/Annual Report." OMB No. 0915-0172. Washington, DC: Division of State and Community Health, Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, n.d..

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)	Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV)	The Maternal, Infant, and Early Childhood Home Visiting Program supports voluntary, evidence-based home visiting services for pregnant women, expectant fathers, and parents and caregivers of children younger than age 5 who live in communities at risk for poor maternal and child health outcomes. The program aims to improve maternal and child health, prevent child abuse and neglect, encourage positive parenting, and promote child development and school readiness by delivering regular, planned home visits from health, social services, and child development professionals. Home visits might address several topics, including preventive health and prenatal practices, how to breastfeed and care for infants and children, child development milestones, positive parenting, and other supports to mothers to promote family stability.	**Statute:** 42 U.S.C. §711 **Regulation:** No available regulation for this program **Guidance:** Education Development Center and James Bell Associates. "Applying a Health Equity Lens to Analyze Performance Data and Inform Continuous Quality Improvement Work." Washington, DC: Maternal, Infant, & Early Childhood Home Visiting Technical Assistance Resource Center, Health Resources and Services Administration, U.S. Department of Health and Human Resources, n.d. Health Resources and Services Administration. "A Crosswalk of the Maternal, Infant, and Early Childhood Home Visiting Program and the Title V Maternal and Child Health Services Block Grant Program Needs Assessments." Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Resources, n.d. Health Resources and Services Administration. "The Maternal, Infant, and Early Childhood Home Visiting Program, Form 1, Demographic, Service Utilization, and Select Clinical Indicators." OMB No: 0906-0017. Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services, n.d. Health Resources and Services Administration. "The Maternal, Infant, and Early Childhood Home Visiting Program, Form 2, Performance and Systems Outcome Measures." OMB No: 0906-0017. Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services, n.d. Health Resources and Services Administration. "The Maternal, Infant, and Early Childhood Home Visiting Program, Form 4, Quarterly Performance Report." OMB No: 0906-0016. Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services, December 2021. Health Resources and Services Administration. "Maternal, Infant, and Early Childhood Home Visiting Program – Formula." HRSA-21-050. Washington, DC: Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services, March 2021. Health Resources and Services Administration. "Maternal, Infant, and Early Childhood Home Visiting Program: Supplemental Information Request (SIR) for the Submission of the Statewide Needs Assessment Updates." OMB No: 0906-0038. Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services, n.d. Health Resources and Services Administration. "Maternal, Infant, and Early Childhood Home Visiting Program: Supplemental Information Request (SIR) for the Submission of the Territory Statewide ("Territorywide") Needs Assessment Update." Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services, n.d. Health Resources and Services Administration "Maternal, Infant, and Early Childhood Home Visiting Program: Guidance on Meeting Requirements to Demonstrate Improvement in Benchmark Areas." Washington, DC: Health Resources and Services Administration, U.S. Department of Health and Human Services, 2020. Health Resources and Services Administration. "The Maternal, Infant, and Early Childhood Home Visiting Program: Model Developer Performance Measure Data Collection Crosswalks." Washington, DC: Office of Planning, Research, and Evaluation and Health Resources and Services Administration, U.S. Department of Health and Human Services, May 2018.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration	Infant and Early Childhood Mental Health Grant Program	The Infant and Early Childhood Mental Health Grant Program improves outcomes for children by developing, maintaining, or enhancing infant and early childhood mental health promotion, intervention, and treatment services. It includes programs for infants and children who are at significant risk of developing, show early signs of, or have been diagnosed with a mental illness, including a serious emotional disturbance (SED), as well as children who have symptoms that might be indicative of a developing SED and who have a history of in utero exposure to substances such as opioids, stimulants or other drugs that might affect development. This program also provides multigenerational therapy and other services that strengthen positive caregiving relationships. Programs must be evidence informed or evidence based, and culturally and linguistically appropriate. Programs aim to increase access to a variety of infant and early childhood services and to build workforce capacity for individuals serving children from birth to age 12.	**Statute:** 42 U.S.C. §280h-6 **Regulation:** No available regulation for this program **Guidance:** Substance Abuse and Mental Health Services Administration. "FY 2018 Infant and Early Childhood Mental Health Grant Program." FOA No. SM-18-018. Washington, DC: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, 2018.
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration	Linking Actions for Unmet Needs in Children's Health Grant (Project LAUNCH)	Linking Actions for Unmet Needs in Children's Health Grant Program (Project LAUNCH) promotes the wellness of young children (birth to age 8) with a focus on addressing the social, emotional, cognitive, physical, and behavioral factors influencing their development. Project LAUNCH helps communities or tribes disseminate effective and innovative early childhood mental health practices and services. The grants aim to build the capacities of adult caregivers to promote healthy development; prevent mental, emotional, and behavioral disorders; and intervene early for behavioral concerns to prevent the development of serious emotional disturbances.	**Statute:** 42 U.S.C. §290bb-32 **Regulation:** No available regulation for this program **Guidance:** Substance Abuse and Mental Health Services Administration. "FY 2019 Linking Actions for Unmet Needs in Children's Health Grant Program." FOA No. SM-19-007. Washington, DC: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, 2019. Substance Abuse and Mental Health Services Administration. "FY19 Project LAUNCH Grant Program, Pre-application Webinar." Presented to FY19 Project LAUNCH potential applicants, webinar, March 2019. Substance Abuse and Mental Health Services Administration. "Project LAUNCH: Linking Actions for Unmet Needs in Children's Health, Briefing Sheet." Washington, DC: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, n.d. "Informational Webinar: Questions and Answers. SM-19-007." Washington, DC: Project LAUNCH (Linking Actions for Unmet Needs in Children's Health), Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, March 2019.

Federal department/ agency	Program	Program description	Federal statutes, regulations, and program guidance reviewed
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration	Mental Health Block Grant	The Community Mental Health Services Block Grant (MHBG) program makes funds available to all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and 6 Pacific jurisdictions to provide community mental health services. The MHBG program's objective is to support grantees in providing comprehensive community mental health services.	**Statute:** 42 U.S.C. § 300x **Regulation:** 45 CFR 96 **Guidance:** Substance Abuse and Mental Health Services Administration. "FY 2020-2021 Block Grant Application: Community Mental Health Services Block Grant (MHBG) Plan and Report, Substance Abuse Prevention and Treatment Block Grant (SABG) Plan and Report." OMB No. 0930-0168. Washington, DC: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, 2021. Substance Abuse and Mental Health Services Administration. "Block Grant Reporting Section. CFDA 93.958 (Mental Health)." Washington, DC: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, n.d.
U.S. Department of the Interior (DOI), Bureau of Indian Education	Family and Child Education (FACE)	Family and Child Education (FACE) was initiated in 1990 and currently has programs in 49 schools funded by the Bureau of Indian Education (BIE). It was designed as a family literacy program to support early childhood and parental involvement for American Indian families and is integrated into BIE-funded schools. Evaluations indicate that FACE programs are addressing achievement gaps for American Indian children primarily located on rural reservations, and that the programs are preparing them for school.	**Statute:** No available statute for this program **Regulation:** No available regulation for this program **Guidance:** Bureau of Indian Education. "Family and Child Education Guidelines and Requirements." Washington, DC: Bureau of Indian Education, U.S. Department of the Interior, 2020.

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Appendix B: Field Definitions for Catalog

Exhibit B.1. Field definitions for catalog

Fields	Operational definition
Program eligibility requirements	
Eligibility requirements	Describe the program eligibility requirements as outlined in the document. This could include individual eligibility requirements to participate in the program, program eligibility requirements to receive funding, state eligibility requirements to receive funding, or a combination. Funding that all states receive (for example, TANF, WIC, or SNAP) might only have information on individual eligibility of program participants; funding that requires states or programs to apply for a grant might have information on program-level or state-level eligibility to submit a funding application.
	Indicate whether any individual characteristics confer priority status for receipt of services (for example, a program may be required to enroll all interested individuals with this characteristic before enrolling others).
General requirements for needs assessments	
Needs assessment required?	Is there any language requiring programs to conduct a needs assessment? ("Yes" or "No")
Frequency and timing	Describe when needs assessments should be administered and how often a program should review and update its needs assessment (if required).
Data elements	Describe the information programs must include as part of needs assessments, including, as applicable, information on subpopulations meeting specific criteria, resources available in the community, programs serving similar populations, community strengths, and community needs. Describe the topics the needs assessment aims to address.
Methods	Describe whether there are requirements around how needs assessments should be conducted, specific data collection methods that should be used to collect data (such as site visits or focus groups), and there are particular groups within states or communities that should be consulted.
Objectives and recommended use of findings	Describe the overall purpose and function of the needs assessment as described in the document. Typically, needs assessments gather data and information about communities to identify needs and gaps in services and inform strategic planning and service provision.
General requirements for outcomes and performance measures	
Frequency and timing	Describe (1) the frequency by which programs must collect and report on performance measures and metrics (for example, three times across a grant cycle) and (2) the schedule on which programs must collect and report on performance measures and metrics (for example, every three months, quarterly).
Key data elements, indicators, constructs, or measures related to young children and families	Describe the types of performance measures and outcomes related to young children and families that programs must collect and report on (for example, improved maternal and newborn health, improvement in school readiness and achievement). This includes the number of families served, child and family outcomes, background information or characteristics of people served, and services provided to children and families. When measures are collected that are not subject to federal report, please indicate these within the "Well-Being Measures" columns (these types of assessments are typically found in regulations).
Key data elements, indicators, constructs, or measures related to systems-level outcomes	Describe the types of performance measures and outcomes related to systems-level outcomes (for example, improvements in the coordination and referrals for other community resources and supports). This includes how services are better coordinated and improved across a system. Do not document systems-level measures that are unrelated to children and families for programs categorized as "Large Federal Programs" (for example, reporting on improper payment rate in SNAP).
Methods	How are data elements collected? Describe what data sources programs must rely upon as the basis of performance measures and metrics (for example, self-assessments, surveys).
Populations of focus	Describe whether programs must report performance measures, outcomes, and metrics based on specific populations or subgroups (that is, served population, baseline population, follow-up population). Do not include information on program eligibility, but rather focus on the specific populations on which the program is required to report.

Fields	Operational definition
Equity	
Equity	Describe how, if at all, the document language examines or addresses equity within the program. Include (1) whether the text explicitly uses "equity" or "equitable" (and, if so, where) and (2) if it does not explicitly mention equity, whether there are core concepts of equity that are implicit within the text (for example, examining subgroups, outreach and stakeholder engagement to Tribal and other communities, equal access, or outcomes focused on equity-related topics).
Well-being measures	
Child well-being definition	Describe how, if at all, programs define child well-being. This should be a formal definition for measures of well-being that must be collected.
Does the program collect child well-being measures?	Do programs collect child well-being outcome measures? ("Yes" or "No")
	If there are key data elements, indicators, constructs, or measures related to young children and families it is likely that some or all of those elements, indicators, constructs, or measures are relevant here.
Child well-being measures collected	Describe child well-being measures collected. Examples of child well-being measures might include the following:
	• Children's development and school readiness, including psychological development (for example, emotion understanding, self-efficacy, self-regulation, and self-esteem), cognitive development (for example, intellectual, language, academic functioning), and social development (for example, family, peer relationships, social skills, and behavior problems)
	• Child health (for example, child's growth, physical health, and use of health services such as immunizations)
	• Reductions in child maltreatment
	• Positive parenting practices (for example, knowledge of child development, safety practices, supportive behavior and engagement with the child, promotion of learning and child development, and disciplinary practices)
Family well-being definition	Describe how, if at all, programs define family well-being. This should be a formal definition for measures of well-being that must be collected.
Does the program collect family well-being measures?	Do programs collect family well-being outcome measures? ("Yes" or "No")
	If there are key data elements, indicators, constructs, or measures related to young children and families, it is likely that some or all of those elements, indicators, constructs, or measures are relevant here.
Family well-being measures collected	Describe family well-being measures collected. Examples of family well-being measures might include the following:
	• Maternal health
	• Family economic self-sufficiency (for example, income and earnings, receipt of means-tested public assistance and access to resources such as housing and transportation, employment and educational attainment, and receipt of child support)
	• Linkages and referrals (for example, referrals to financial, in-kind, medical, or social support services)
Articulated theory of change	Describe any articulated theory of change, definitions of success, or sets of objectives for measuring family or child well-being.
Data disaggregation	
Data disaggregation	Note whether the program is required to report outcomes or information about the programs by demographic groups. That is, does it disaggregate its overall findings?

Note: Details on large-scale, externally conducted studies of programs (for example, the Head Start Family and Child Experiences Survey) are not included in the catalog if the studies did not include required reporting of elements by funded entity as part of implementing the program.

SNAP = Supplemental Nutrition Assistance Program; TANF = Temporary Assistance for Needy Families; WIC = Special Supplemental Nutrition Program for Women, Infants, and Children.

Appendix C: Field Definitions for Crosswalk

Exhibit C.1. Field definitions for crosswalk

Fields	Operational definition
Overview & Eligibility tab	
Program description	Describes the program, based on the program's website
Supported population	Describes characteristics of the population that the program aims to support
Ages of children served	Describes the ages (or grades) of children served by the program
Expectant parents served	Indicates if the program serves expectant parents (Yes or not mentioned, represented by a dash [-])
Two-generation approach	Indicates if the program has a two-generation approach, defined as bringing "together multiple programs and services to support both parents and children in low-income families. Also known as whole-family approaches, two-generation strategies may be implemented by federal, state, or local government agencies or by non-governmental organizations as a means of aligning resources to promote economic opportunity, to reduce poverty, and to build family self-sufficiency. Pairing supports for children and parents can potentially lead to better outcomes compared to delivering each service separately." (U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, "Federal resource on two-generation approaches for human services," https://www.aspe.hhs.gov/index.php/federal-resources-two-generation-approaches-human-services.) (Yes or not mentioned, represented by a dash [-])
Do funds initially go from federal agencies to state agencies?	Indicates if the federal funds initially go to state agencies and then the state subgrants to other entities (Yes or No)
Eligible entities: Local educational agencies	Indicates if local educational agencies are eligible operating entities beyond state agencies (Yes or not mentioned, represented by a dash [-])
Eligible entities: Institutions of higher education	Indicates if institutions of higher education are eligible operating entities beyond state agencies (Yes or not mentioned, represented by a dash [-])
Eligible entities: Community-based organizations	Indicates if community-based organizations are eligible operating entities beyond state agencies (Yes or not mentioned, represented by a dash [-])
Eligible entities: Tribal governments or organizations	Indicates if Tribal governments or organizations are eligible operating entities beyond state agencies (Yes or not mentioned, represented by a dash [-])
Eligible entities: Public or private nonprofit agencies	Indicates if public or private nonprofit agencies are eligible operating entities beyond state agencies (Yes or not mentioned, represented by a dash [-])
Eligible entities: For-profit agencies	Indicates if for-profit agencies are eligible operating entities beyond state agencies (Yes or not mentioned, represented by a dash [-])
Other eligible entities	Describes if there are other eligible operating entities beyond state agencies (Specific text or not mentioned, represented by a dash [-])
State discretion on how to define means-tested requirements	Indicates if states have discretion on how to define any means-tested requirements, at either the individual or community level (Yes; not mentioned, represented by a dash [-]; or n.a. if the state is not involved in the program, as indicated by a "No" in the column, "Do funds initially go from federal agencies to state agencies?")
Means-tested threshold	Describes the means-tested threshold of the program, if there is one (Specific text or not mentioned, represented by a dash [-])

Fields	Operational definition
Eligibility for another program confers eligibility for this program	Lists programs for which eligibility for another program confers eligibility for this program (Specific text or not mentioned, represented by a dash [-])
Eligibility for this program confers eligibility for other programs	Lists programs for which eligibility for this program confers eligibility for another program (Specific text or not mentioned, represented by a dash [-])
Eligibility consideration: Living in foster care	Indicates if an individual living in foster care is automatically eligible for the program, receives priority status, or is noted as eligible (if not mentioned, represented by a dash [-]). The following definitions apply: − Automatic eligibility (having this characteristic automatically makes an individual eligible for the program − Priority status (having this characteristic confers priority status for this individual to receive services; for example, a program may be required to enroll all interested individuals with this characteristic before enrolling others) − Noted as eligible (some statutes, regulations, and guidance documents note that individuals with certain characteristics are eligible with language such as "including…" or specify that the unique needs of certain groups of individuals must be met but do not specifically indicate automatic eligibility or priority status)
Eligibility consideration: Experiencing homelessness	Indicates if an individual experiencing homelessness is automatically eligible for the program, receives priority status, or is noted as eligible (if not mentioned, represented by a dash [-]). See "Eligibility consideration: Living in foster care" for the definitions of the eligibility terms.
Eligibility consideration: Children with limited English proficiency	Indicates if a child with limited English proficiency is automatically eligible for the program, receives priority status, or is noted as eligible (if not mentioned, represented by a dash [-]). See "Eligibility consideration: Living in foster care" for the definitions of the eligibility terms.
Eligibility consideration: Pregnant women with low incomes and their infants	Indicates if a pregnant woman with low income and her infants are automatically eligible for the program, receive priority status, or are noted as eligible (if not mentioned, represented by a dash [-]). See "Eligibility consideration: Living in foster care" for the definitions of the eligibility terms.
Eligibility consideration: Race or ethnicity	Indicates if an individual of a certain race or ethnicity is automatically eligible for the program, receives priority status, or is noted as eligible (if not mentioned, represented by a dash [-]). If automatically eligible, states who receives automatic eligibility. See "Eligibility consideration: Living in foster care" for the definitions of the eligibility terms.
Eligibility consideration: Children of migrant workers	Indicates if a child of a migrant worker is automatically eligible for the program, receives priority status, or is noted as eligible (if not mentioned, represented by a dash [-]). See "Eligibility consideration: Living in foster care" for the definitions of the eligibility terms.
Eligibility consideration: Living in specific geographic region	Indicates if an individual living in a specific geographic region, including rural areas or specific states, counties, or zip codes, is automatically eligible for the program, receives priority status, or is noted as eligible (if not mentioned, represented by a dash [-]). See "Eligibility consideration: Living in foster care" for the definitions of the eligibility terms.
Eligibility consideration: Families with a history of substance misuse	Indicates if a family with a history of substance misuse is automatically eligible for the program, receives priority status, or is noted as eligible (if not mentioned, represented by a dash [-]). See "Eligibility consideration: Living in foster care" for the definitions of the eligibility terms.
Eligibility consideration: Families with a history of child abuse/neglect	Indicates if a family with a history of child abuse or neglect is automatically eligible for the program, receives priority status, or is noted as eligible (if not mentioned, represented by a dash [-]). See "Eligibility consideration: Living in foster care" for the definitions of the eligibility terms.
Eligibility consideration: Families in the Armed Forces	Indicates if a family in the Armed Forces is automatically eligible for the program, receives priority status, or is noted as eligible (if not mentioned, represented by a dash [-]). See "Eligibility consideration: Living in foster care" for the definitions of the eligibility terms.
Other eligibility considerations	Describes any other individual characteristics that are considered for program eligibility (Specific text or not mentioned, represented by a dash [-]).

Fields	Operational definition
Needs Assessment tab	
Is needs assessment discussed?	Indicates if a needs assessment is required; if it is discussed, but not required; or if there is no mention of a needs assessment. For some programs, even if needs assessments are discussed, additional information about the needs assessment may not be available, indicating the grantee has wide flexibility in how to carry out the needs assessment. (Yes or No)
When is needs assessment conducted?	Indicates if the needs assessment is conducted as part of the application, conducted after receipt of funds, if it is not specified (represented by a dash [-]), or n.a. if the program does not discuss a needs assessment
Frequency of needs assessment	Indicates the frequency of the needs assessment (for example, only at time of application, annually, or n.a. if the program does not discuss a needs assessment)
Geographic level of needs assessment	Describes the geographic level that the needs assessment should cover (Specific text or n.a. if the program does not discuss a needs assessment)
Data source for needs assessment: Families and participants	Indicates if the needs assessment should be informed by engagement with families and participants (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Data source for needs assessment: Communities	Indicates if the needs assessment should be informed by engagement with the community (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Data source for needs assessment: Other organizations that provide early childhood services	Indicates if the needs assessment should be informed by engagement with other organizations that provide early childhood services (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Data source for needs assessment: Extant administrative data	Indicates if the needs assessment should be informed by existing data (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Use of needs assessment: Strategic planning	Indicates if the reviewed documents specifically state that the needs assessment must be used for strategic planning or planning of grant implementation based on the objectives or uses of the needs assessment to be done in advance of activities (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Use of needs assessment: Program improvement	Indicates if the reviewed documents specifically state that the needs assessment must be used for program improvement based on the objectives or uses of the needs assessment to be done during implementation (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: General demonstration of need that aligns with program	Indicates if the needs assessment must include a general demonstration of need that aligns with the program (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Strengths of the community	Indicates if the needs assessment must include an assessment of the strengths of the community (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Psychological development	Indicates if the needs assessment must include measures of children's psychological development (for example, emotion understanding, self-efficacy, self-regulation, self-esteem) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Cognitive development, linguistic development, and school readiness	Indicates if the needs assessment must include measures of children's cognitive development, linguistic development, and school readiness (for example, intellectual, language, and academic functioning; grades; student achievement tests; school attendance) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Social development	Indicates if the needs assessment must include measures of children's social development (for example, peer relationships, social skills, and behavior problems) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)

Fields	Operational definition
Needs assessment data element: Child health and functioning	Indicates if the needs assessment must include measures of child health and functioning (for example, birth outcomes, child's growth, physical health, nutrition, and use of health services such as immunizations) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Child maltreatment	Indicates if the needs assessment must include measures related to child maltreatment (for example, reducing abuse and neglect of children) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Maternal physical and mental health	Indicates if the needs assessment must include measures of maternal health (for example, pregnancy or childbirth complications, substance use during pregnancy, prenatal visits, postpartum depression) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Family socioeconomic well-being	Indicates if the needs assessment must include measures of family socioeconomic well-being (for example, income and earnings, receipt of means-tested public assistance and access to resources such as housing and transportation, employment and educational attainment, access to health insurance, and receipt of child support) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Parental well-being	Indicates if the needs assessment must include measures of parental well-being (for example, mental and emotional wellness, relationship stability) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Early relational health and positive parenting strategies	Indicates if the needs assessment must include measures of early relational health and positive parenting strategies (for example, knowledge of child development, safety and disciplinary practices, promotion of learning and child development, parental engagement) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Other child well-being	Describes if the needs assessment must include other measures of child well-being (Specific text, not mentioned, represented by a dash [-], or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Other family well-being	Describes if the needs assessment must include other measures of family well-being (Specific text, not mentioned, represented by a dash [-], or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Participation in and engagement with services	Indicates if the needs assessment must include measures of participation in and engagement with services (for example, increased participation in services and family engagement with programming) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Program quality	Indicates if the needs assessment must include measures of program quality (for example, quality of early learning programs or health care quality based on participant surveys) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Participant and family satisfaction	Indicates if the needs assessment must include measures of participant and family satisfaction (for example, measures of family feedback) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Workforce capacities	Indicates if the needs assessment must include measures of workforce capacities (for example, improved staff competencies, demonstrated through training or formal education) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Community-level data on service availability	Indicates if the needs assessment must include measures of community-level data on service availability (for example, access to critical supports and safe, supportive communities) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Service coordination and referrals	Indicates if the needs assessment must include measures of service coordination and referrals (for example, improvements in the coordination and referrals for other community resources and supports) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)

Fields	Operational definition
Needs assessment data element: Systems-level planning and partnerships	Indicates if the needs assessment must include measures of systems-level planning and partnerships (for example, systems-level strategic plans and new partnerships) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Data infrastructure	Indicates if the needs assessment must include measures of data infrastructure (for example, the establishment of shared data systems) (Yes; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data element: Other systems-level outcomes	Describes if the needs assessment must include other measures of systems-level outcomes (Specific text, not mentioned, represented by a dash [-], or n.a. if the program does not discuss a needs assessment)
Needs assessment data disaggregation: Race or ethnicity	Indicates if data for any metric used in the needs assessment must be disaggregated and examined by race or ethnicity (Yes; not mentioned, represented by a dash [-]; Optional; or n.a. if the program does not discuss a needs assessment)
Needs assessment data disaggregation: Ability status	Indicates if data for any metric used in the needs assessment must be disaggregated and examined by ability status (Yes; Optional; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data disaggregation: Income status	Indicates if data for any metric used in the needs assessment must be disaggregated and examined by income status (Yes; Optional; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data disaggregation: Language status	Indicates if data for any metric used in the needs assessment must be disaggregated and examined by language status (Yes; Optional; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data disaggregation: Age	Indicates if data for any metric used in the needs assessment must be disaggregated and examined by age (Yes; Optional; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data disaggregation: Sex	Indicates if data for any metric used in the needs assessment must be disaggregated and examined by sex (Yes; Optional; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data disaggregation: Geographic location	Indicates if data for any metric used in the needs assessment must be disaggregated and examined by geographic location, such as rurality or specific states, counties, or zip codes (Yes; Optional; not mentioned, represented by a dash [-]; or n.a. if the program does not discuss a needs assessment)
Needs assessment data disaggregation: Other	Describes if data for any metric used in the needs assessment must be disaggregated and examined by another characteristic (Specific text, not mentioned, represented by a dash [-], or n.a. if the program does not discuss a needs assessment)
Performance & Well-Being Measures tab	
Frequency of collection and reporting of performance and well-being measures	Indicates the frequency with which data must be reported or collected (for example, monthly, annually, or not mentioned, represented by a dash [-]). If the frequency varies by metric, there will be more than one frequency period stated.
Data source for measures: Survey	Indicates if any measure should be collected through a survey (Yes or not mentioned, represented by a dash [-])
Data source for measures: Grantee data system	Indicates if any measure should be collected through a grantee data system (Yes or not mentioned, represented by a dash [-])
Data source for measures: State data system	Indicates if any measure should be collected through a state data system (Yes or not mentioned, represented by a dash [-])
Data source for measures: Federal data source or system	Indicates if any measure should be collected through a federal data system and names the source or system (Yes or not mentioned, represented by a dash [-])
Data source for measures: External evaluator	Indicates if any measure should be collected through an external evaluator (Yes or not mentioned, represented by a dash [-])

Fields	Operational definition
Psychological development measures	Indicates if performance or well-being measures are reported or collected on children's psychological development (for example, emotion understanding, self-efficacy, self-regulation, self-esteem) (if not mentioned, represented by a dash [-]). The following definitions apply: – Required reporting (statutes, regulations, or guidance require that the program report data to the federal government) – Collected (statutes, regulations, or guidance require or suggest that the program collect that data, but it is not required to be reported to the federal government; the documents may or may not stipulate how the program should use the data) A construct, such as "Psychological development," can have multiple specific measures which may have different reporting requirements.
Cognitive development, linguistic development, and school readiness measures	Indicates if performance or well-being measures are reported or collected on children's cognitive development, linguistic development, and school readiness (for example, intellectual, language, and academic functioning; grades; student achievement tests; school attendance) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Social development measures	Indicates if performance or well-being measures are reported or collected on children's social development (for example, peer relationships, social skills, and behavior problems) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Child health and functioning measures	Indicates if performance or well-being measures are reported or collected on child health and functioning (for example, birth outcomes, child's growth, physical health, nutrition, and use of health services such as immunizations) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Child maltreatment measures	Indicates if performance or well-being measures are reported or collected related to child maltreatment (reducing abuse and neglect of children) (if not mentioned, represented by a dash [-]). See Psychological development measures" for the definitions of "required reporting" and "collected."
Maternal physical and mental health measures	Indicates if performance or well-being measures are reported or collected on maternal health (for example, pregnancy or childbirth complications, substance use during pregnancy, prenatal visits, postpartum depression) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Family socioeconomic well-being measures	Indicates if performance or well-being measures are reported or collected on family socioeconomic well-being (for example, income and earnings, receipt of means-tested public assistance and access to resources such as housing and transportation, employment and educational attainment, access to health insurance, and receipt of child support) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Parental well-being measures	Indicates if performance or well-being measures are reported or collected on parental well-being (for example, mental and emotional wellness, relationship stability) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Early relational health and positive parenting strategies measures	Indicates if performance or well-being measures are reported or collected on early relational health and positive parenting strategies (for example, knowledge of child development, safety and disciplinary practices, promotion of learning and child development, parental engagement) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Other child well-being measures	Describes if performance or well-being measures are reported or collected on other measures of child well-being. See "Psychological development measures" for the definitions of "required reporting" and "collected." (Specific text or not mentioned, represented by a dash [-])
Other family well-being measures	Describes if performance or well-being measures are reported or collected on other measures of family well-being. See "Psychological development measures" for the definitions of "required reporting" and "collected." (Specific text or not mentioned, represented by a dash [-])

Fields	Operational definition
Participation in and engagement with services measures	Indicates if performance or well-being measures are reported or collected on participation in and engagement with services (for example, increased participation in services and family engagement with programming) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Program quality measures	Indicates if performance or well-being measures are reported or collected on program quality (for example, quality of early learning programs or health care quality based on participant surveys) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Participant and family satisfaction measures	Indicates if performance or well-being measures are reported or collected on participant and family satisfaction (for example, measures of family feedback) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Workforce capacities measures	Indicates if performance or well-being measures are reported or collected on workforce capacities (for example, improved staff competencies, demonstrated through training or formal education) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Community-level data on service availability measures	Indicates if performance or well-being measures are reported or collected on community-level data on service availability (for example, access to critical supports and safe, supportive communities) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Service coordination and referrals measures	Indicates if performance or well-being measures are reported or collected on service coordination and referrals (for example, improvements in the coordination and referrals for other community resources and supports) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Systems-level planning and partnerships measures	Indicates if performance or well-being measures are reported or collected on systems-level planning and partnerships (for example, systems-level strategic plans and new partnerships) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Data infrastructure measures	Indicates if performance or well-being measures are reported or collected on data infrastructure (for example, the establishment of shared data systems) (if not mentioned, represented by a dash [-]). See "Psychological development measures" for the definitions of "required reporting" and "collected."
Other systems-level outcomes measures	Describes if performance or well-being measures are reported or collected on other systems-level outcomes. See "Psychological development measures" for the definitions of "required reporting" and "collected." (Specific text or not mentioned, represented by a dash [-])
Measure data disaggregation: Race or ethnicity	Indicates if any measure must be disaggregated and reported (or collected) by race or ethnicity (Yes; Optional; not mentioned, represented by a dash [-])
Measure data disaggregation: Ability status	Indicates if any measure must be disaggregated and reported (or collected) by ability status (Yes; Optional; not mentioned, represented by a dash [-])
Measure data disaggregation: Income status	Indicates if any measure must be disaggregated and reported (or collected) by income status (Yes; Optional; not mentioned, represented by a dash [-])
Measure data disaggregation: Language status	Indicates if any measure must be disaggregated and reported (or collected) by language status (Yes; Optional; not mentioned, represented by a dash [-])
Measure data disaggregation: Age	Indicates if any measure must be disaggregated and reported (or collected) by age (Yes; Optional; not mentioned, represented by a dash [-])
Measure data disaggregation: Sex	Indicates if any measure must be disaggregated and reported (or collected) by sex (Yes; Optional; not mentioned, represented by a dash [-])

Fields	Operational definition
Measure data disaggregation: Geographic location	Indicates if any measure must be disaggregated and reported (or collected) by geographic location, including rurality or specific states, counties, or zip codes (Yes; Optional; not mentioned, represented by a dash [-])
Measure data disaggregation: Other	Describes if any measure must be disaggregated and reported (or collected) by another characteristic
Equity tab	
Specific goal around equity	Describes any specific goal around equity. The goal can reflect a broader vision or specific plan that may be observable or measurable; regardless of the type of goal, it is specified that the program has this goal to address equity. This field may also capture any definitions of equity. (Specific text or not mentioned, represented by a dash [-])
Activities related to equity: Incorporate cultural or linguistic practices	Indicates if the program must incorporate the supported population's culture or language when considering programming (Yes or not mentioned, represented by a dash [-])
Activities related to equity: Include families and participants in needs assessment	Indicates if the program must include families or participants in the needs assessment (for example, though a survey or focus group) (Yes or not mentioned, represented by a dash [-])
Activities related to equity: Families and participants have leadership roles	Indicates if the program must include families or participants in leadership roles (for example, on an advisory council) (Yes or not mentioned, represented by a dash [-])
Activities related to equity: Other engagement with families and participants	Describes if there is other engagement with families or participants (Specific text or not mentioned, represented by a dash [-])
Activities related to equity: Include community members in needs assessment	Indicates if the program must include community members in the needs assessment (for example, though a survey or focus group) (Yes or not mentioned, represented by a dash [-])
Activities related to equity: Community members have leadership roles	Indicates if the program must include community members in leadership roles (for example, on an advisory council) (Yes or not mentioned, represented by a dash [-])
Activities related to equity: Other engagement with community members	Describes if there is other engagement with community members (Specific text or not mentioned, represented by a dash [-])
Specific measure of equity in access and participation in services	Describes specific measures of equity or reduced disparities around access and participation in services, such as disproportionate representation of racial groups in special education to the extent the representation is the result of inappropriate identification (Specific text or not mentioned, represented by a dash [-])
Specific measure of equity in quality of services	Describes specific measures of equity or reduced disparities around quality of services (Specific text or not mentioned, represented by a dash [-])
Specific measure of equity in outcomes	Describes specific measures of equity or reduced disparities around outcomes, such as disparities in infant mortality rates between racial groups (Specific text or not mentioned, represented by a dash [-])
Data disaggregation for any measures related to access and participation in services	Indicates if any measure of access or participation must be disaggregated and reported (or collected) by any participant characteristic (Yes or not mentioned, represented by a dash [-])
Data disaggregation for any measures related to quality of services	Indicates if any measure of quality of services must be disaggregated and reported (or collected) by any participant characteristic (Yes or not mentioned, represented by a dash [-])
Data disaggregation for any measures related to outcomes	Indicates if any measure of outcomes must be disaggregated and reported (or collected) by any participant characteristic (Yes or not mentioned, represented by a dash [-])