NYS Early Childhood Advisory Council

Building Success for Children
Ensuring Success for New York

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BUILDING AN EARLY CHILDHOOD EDUCATION DATA SYSTEM –

A proposal developed by the Data Development Work Group

of the Early Childhood Advisory Council

May 6, 2013

INTRODUCTION

The Early Childhood Advisory Council recommends that New York State commits to and takes progressive steps leading to the development of a comprehensive early childhood education data system. Once developed the system would incorporate data on all children and the early childhood education programs they attend, including child care centers and home-based settings, Early Head Start and Head Start, Universal Prekindergarten, Early Intervention and Preschool Special Education, and the professionals who provide the services. The goals of this data system effort would be to:

- Build a high quality early childhood education data system that provides the information needed to inform public policy and investments to improve the early childhood education system of services ensuring that all of New York's children are ready to succeed in school and life.
- Establish linkages and interoperability between the various early childhood education data systems and SED's P-20 longitudinal data system to allow for tracking outcomes from birth to entry into the workforce.
- Create a mechanism for responding to the data needs of a wide range of stakeholders.

OVERVIEW

In New York State and across the country, policymakers, educators, researchers, providers and parents are increasingly focused on the importance of quality early childhood education experiences in closing the achievement gap and preparing all children to succeed in school and in life. For that reason, it is vital that data and resources are available that can inform state early childhood education policies and investments. Unfortunately, access to timely and reliable data on children and their educational experiences before they enter kindergarten is scarce. New York State's early childhood education data systems function primarily to satisfy reporting requirements for different local, state, and federal agencies and programs, making information on young children's early childhood education experiences uncoordinated, potentially duplicative, and not responsive to the breadth of state and local information needs.

As a result, policymakers cannot get answers to basic questions, such as: how many children currently participate in early childhood education programs? How many more could benefit if they had access? Are these programs improving child outcomes when the children enter school and move into the workforce?

To respond to this lack of data, the New York State Early Childhood Advisory Council (ECAC) proposes that New York develop a statewide, early childhood education longitudinal data system that helps state and local agencies and others identify trends, answer policy questions and plan for program development. When completed, the data system would be able to link children with the programs where they receive services, as well as provide information about both the staff and quality of the services being provided. In the future, the Early Childhood Education Data System could also include other early childhood service systems (such as home visiting, health care, and child welfare). It is proposed that all of these data systems be ultimately link to the P-20 student tracking system being developed by the New York State Education Department (SED). When these data are combined then connected to the New York State Education Department data, there will be a much fuller picture of the early childhood services system in New York State, its programs, staff, services, and outcomes for children.

To undertake this project, New York would build off of its rich experience in data system development, including:

- **P-20 Longitudinal Data System -** SED has been developing a data system that will track and monitor student progress from entry into preschool special education or UPK through K-12 education, college, and entry into the workforce.
- **PreKIDS Data System –** The NYC Department of Education has recently developed the Prekindergarten Integrated Data System (PreKIDS) which allows the district to track student outcomes as a student progresses through the P-12 continuum. PreKIDS provides unique identifiers for all children participating in UPK in the city. New York City recently used its ability to track student outcomes to analyze 3rd, 4th, and 5th grade New

York State English Language Arts and Math test scores of students[1] who attended New York City's Universal Prekindergarten (UPK) program in 2003, 2004, and 2005 compared to students who were not enrolled in UPK.[2] Accounting for demographic, student, and within-school characteristics, [3] children who participated in UPK scored significantly higher on 3rd, 4th, and 5th grade ELA and Math exams compared to non-UPK participants.

- **NYC HHS Connect –** The New York City Mayor's Office recently developed a comprehensive case management system that provides people seeking services from any of the Health and Human Services agencies and programs a unique identifier enabling those agencies to share client information without compromising confidentiality.
- **Aspire –**The Early Childhood Advisory Council, in partnership with the NYS Office of Children and Family Services and the New York City Early Childhood Professional Development Institute, is currently developing Aspire – New York's early childhood workforce registry. Aspire was created to support the professional development of people working in early childhood education. Through Aspire, members of the early childhood education workforce can keep track of their education and training and establish and implement professional development plans. Aspire is an online system that conveniently organizes employment history, education, and ongoing professional development. Aspire helps document each step and milestone along a career path. The Aspire profile stays with the individual as they change positions within the field. Currently, Aspire is being pilot tested with approximately 3,500 staff from over 450 early childhood education programs that are participating in the QUALITYstarsNY program.

The development of an early childhood education data system has been the focus of the ECAC's Data Development Workgroup. Since it was established in 2010, the Data Development Workgroup has been working to determine the elements of a data system necessary to identify

1 The analysis consists of students who attended schools in Districts 1-32.
2 Non-UPK participants include young children who received informal care (in-home), private early childhood options, or public early childhood options outside of New York City.
3 Using a fixed effects model.

trends in early childhood education and answer key policy and program questions. As part of that effort, in January 2011, the Work Group published an overview of New York's early childhood data systems and recommended the data needed to achieve their goal of establishing an early childhood education longitudinal data system. (Kreader, J.L. & Schneider, W. (2011). *Putting the pieces together: New York early learning program data systems*. Rensselaer, NY: New York State Council on Children and Families, Early Childhood Advisory Council.)

The development of a data system would provide New York with comprehensive unduplicated information on the programs in the system, including their sources of funding, participation in and rating through QUALITYstarsNY, staffing levels and qualifications, and numbers of children served and their characteristics. This data system would support a range of stakeholders:

- **State and local level decision-makers and program managers** by providing data needed to monitor the progress of efforts to build a high quality system of early childhood education including information needed to direct resources, evaluate program strategies and support other program and policy decisions.
- **Child care licensing staff and other program regulators** by allowing for increased program accountability and efficient program reviews and by providing electronic information about early childhood education programs that was previously available only by searching through paper files.
- **Early childhood education program administrators** by providing individual and aggregate information on the professional development needs of staff necessary to ensure that the program is in compliance with regulations.
- **Early childhood education workforce** by offering both individual and aggregate child assessment information essential to implementing developmentally appropriate curriculum for children in their classroom and affording the ability to develop and maintain professional education and training records that follow them through their careers.
- **Families** by providing detailed information on early childhood education programs participating in QUALITYstarsNY including program ratings, strengths, and weaknesses in

each program standard area, and information on any child care regulatory compliance issues and findings.

- **Researchers** by providing comprehensive aggregate information on early childhood education programs, workforce, children served, funding, and subsidy use that will support their research efforts.

As illustrated below in Chart 1, the State currently has 12 developed and developing data systems that provide information on the early childhood education programs, workforce, and the children that receive the services. Collectively, these data systems now collect or will soon collect information on all Essential Data Elements [as defined in the Race to the Top Early Learning Challenge Program RFP (2011) Appendix A] for early childhood education programs, the early childhood education workforce, and participating children and families. Because these systems are operated by seven different State and New York City agencies and are not linked in any meaningful way, New York is currently unable to use these data as effectively as it could to improve outcomes. The Early Childhood Education Data System would overlay the current data systems in New York. It would not replace any of the systems, nor replace what they do for their home agencies. Instead, the system will take the needed common data elements from the individual data systems and provide access to the data in a timely and relevant manner to stakeholders through an Early Education Reporting Portal, which would be developed as part of the system.

In order to build a comprehensive data system, some of the data elements collected in the various agencies would need the following modifications:

A unique child identifier – Currently, each early childhood education program data system that has child specific data has its own unique child identifier, different from identifiers in the other program data systems. So that the Early Childhood Education Data System is able to track children across programs and into the P-20 Longitudinal Data system, it is recommended that the State Education Department's New York State Student Identification System (NYSSIS) Unique Statewide Identifier (ID) be used as a

unique statewide child identifier for all children receiving publicly funded early childhood services. Alternatively, algorithms could be developed that would convert each data systems identifier to a common identifier.

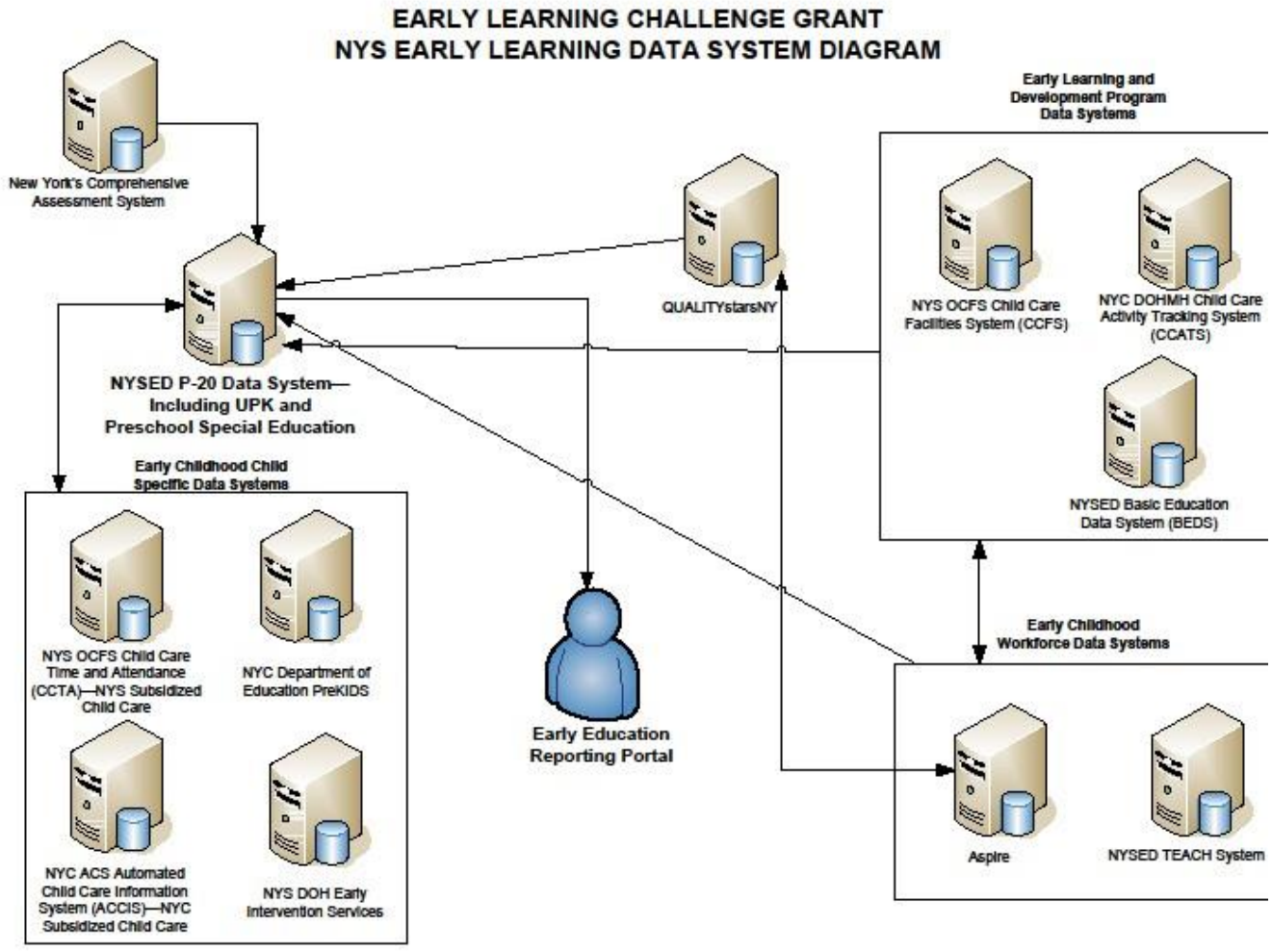
A unique early childhood educator identifier and demographic information- Current data systems collect information on almost all of the workforce who work in the early childhood education programs in the state, but this identifier captures basic information only. The Aspire data system is currently being deployed and when implemented statewide will assign a unique early childhood educator identifier and collect the demographic, verified education history, credential, as well as the license and training information needed to answer a large number of research and policy questions. The Aspire data system will also capture information on which staff is in which classroom, specific classroom information, staff position, and the compensation and fringe benefits each program provides.

A unique program site identifier - Each data system that collects early childhood program information has its own unique program identifier. As a result, it is impossible to understand to what extent programs are able to access multiple funding streams, and further there is no one source of comprehensive information on the array of early childhood education programs in the state. To address this issue, a statewide unique identifier would need to be assigned to all early childhood education programs in the Early Childhood Education Data System. It is important to point put out that existing program data will soon be augmented by the development of the QUALITYstarsNY data system which will include a wealth of quality indicators and other information about the early childhood education programs that participate in QUALITYstarsNY.

Child and family demographic information - Several existing data systems collect child specific demographic data. For example, there is a great deal of demographic information on children and families who are receiving subsidized child care services in New York. Also, there is child-only demographic information for those receiving Early Intervention, Preschool Special Education, UPK, as well as Head Start programs funded

by the NYC Administration for Children Services. However, no child and family demographic information is collected on children in child care who are not receiving

Chart 1



subsidies, nor is there demographic information on children and families in non ACS funded Head Start.

There is also no family demographic information collected outside of the child care subsidy system. To have a complete demographic picture of the children and families that participate in early childhood education programs additional programs will need to collect child and family demographic information and this information.

(For more specific information on data elements currently captured in New York, see the Data Elements Crosswalk in Appendix B.)

It is proposed that the New York State Early Learning Data System would include a data repository and a reporting portal. The data repository would link data from the various early childhood education program data systems to the P-20 Data System through web services and other appropriate technologies. End users would not enter data directly into the P-20 Data System. Participating state agencies and programs would continue to enter data into the systems they currently use or that are being developed. The Early Education Reporting Portal would allow stakeholders (i.e., state and local government program managers/policy makers, program regulators, early childhood education program administrators and staff, families, researchers and others) access to certain data and outputs which would allow them to access and analyze educational data, and, depending on their role and permissions, make decisions and take actions to improve outcomes for New York's children.

When a user makes a reporting request through the Early Education Reporting Portal, the P-20 data system, using web services, would be able to access the needed data from the appropriate data systems. The Early Education Reporting Portal will allow for:

- Bulk data export from P-20 to early childhood state agencies and counties
- Pre-defined reports for state agencies and counties
- As needed data queries for state agencies and counties
- Predefined reports for early childhood service providers

- Predefined reports for K-12 educators (available through the K-12 data portal)
- K-12 parent access to early learning and K-12 data (available through the K-12 data portal)
- Public access to aggregate data

Plan for the Development of the Early Learning Data System

The Early Childhood Advisory Committee proposes the following multi-year plan for incremental development the Early Learning Data System. The plan presupposes that state funding will be made available to develop and maintain the data system.

Step 1: Obtain the commitment needed to develop an Early Learning Data System. To develop the data system needed to link the currently 12 independent data systems that collect data on children, staff/providers and programs that make up the early childhood education system will require the commitment of the New York State and City agencies that administer the component data systems to join the coordinated system and to the extent possible use existing resources to help develop the necessary linkages

Responsible parties: Governor's Office, CCF, ECAC, SED, OCFS, OTDA, DOH, NYCDOH/MH, NYCDOE, NYCACS, CUNY -NYPDI

Time period: Year 1

Step 2: Obtain agreement on the agency that will host the Early Learning Data System. An Early Learning Data System could be developed independently, hosted by any of the state agencies or the Office for Technology and then a linkage could be developed with the State Education Department's P-20 Longitudinal Data System to track child outcomes over time. However, there are several compelling reasons for SED to host the data system. Most importantly, the SED Longitudinal Data System provides the framework that would be needed to develop the Early Learning Data System. Currently, SED collects much of the information on its own schools, teachers and students that would be needed for the early learning data system. Furthermore, SED is currently expanding its K-12 data system to a P-20 data system, which will include information on those children who receive preschool special education and UPK services. In addition, it has an agreement in place to extend the reach of its data system to include college and university data, and information on employment which would allow tracking children through their K-12 educational experience, undergraduate and graduate education and into employment. Adding information on non-SED early childhood education programs, staff and participants is the next logical step for the development of this

system. As SED looks to further refine its child assessment information and its "early warning system" for students at-risk, knowing more about children before they enter kindergarten is critical. Some of the work needed to extend the P-20 data system to include children in early childhood education programs beginning at birth have already started. As a result of their 2010 Race to the Top Kindergarten to Grade 12 grant, SED and OCFS are working towards assigning NYSSIS unique student identifiers to students who are in the foster care system and those children who are recipients of subsidized child care services. Plans are also in place to link data for the Early Intervention Program.
Responsible parties: Governor's Office, CCF, ECAC, SED, OCFS, OTDA, DOH, NYCDOH/MH, NYCDOE, NYCACS, CUNY -NYPDI
Time period: Year 1

Step 3: Develop the governance structure needed to administer the system. To begin this work, the participating state and city agencies should develop the governance structure needed to oversee development and operation of the system. There are numerous examples of cross agency data system governance structures that have been developed by other states. The important point is that having a governance structure that allows for participation of the state and city agencies that administer the component data systems is necessary gaining buy in and support.
Responsible parties: Governor's Office, CCF, ECAC, SED, OCFS, OTDA, DOH, NYCDOH/MH, NYCDOE, NYCACS, CUNY-NYPDI
Time period: Year 1

Step 4: Develop Data Sharing Agreements. Once established, the participating agencies working through the governance structure should then develop the data sharing agreements that will specify the data that will be incorporated into the system and how the data system will operate. The agencies who must be signatories will be: SED, OCFS, DOH, NYCACS, NYCDOE, NYCDOH/MH, New York State Office of Temporary and Disability Assistance (OTDA), and the NYC Early Childhood Professional Development Institute at CUNY (PDI). The Data Sharing Agreements would be

established to provide specific detail as to the roles and responsibilities for each participating agency.

Responsible parties: Governor's Office, CCF, ECAC, SED, OCFS, OTDA, DOH, NYCDOH/MH, NYCDOE, NYCACS, CUNY -NYPDI

Time period: Year 1

Step 5: Develop an iterative budget that includes the funding needed to finance the development and ongoing operation of the early learning data system. Once the data sharing agreements are developed the participating agencies should work through the governance structure to develop an iterative budget that would allow development and implementation of the data system over a multi-year period. Because the system will be developed over a multi-year period, development costs can be spread out over time. During the development of the 2011 Race to the Top Early Learning Challenge Grant, it was estimated that it will take approximately 4 years to build the system and establish all the necessary linkages. Based on information gathered from the involved agencies during the development of the Early Learning Challenge Grant proposal, it is estimated that the cost of developing the Early Childhood Education Data System would be $14.3 million over the first four years of implementation, with recurring costs of approximately $2 million a year after the initial implementation. A more exact estimate should be developed once a commitment to build the system is obtained. These funds would support the technical and professional staff and contracts to plan, develop and maintain the system, and the infrastructure support for the necessary hardware and software. Please see Appendix C for a detailed budget estimate.

Responsible parties: Governor's Office, SED, CCF, ECAC, OTDA, DOH, NYCACS, NYCDOE, NYCDOH/MH and CUNY-PDI.

Time period: Years 1 and 2

Step 6: Prepare for assigning the New York State Student Identification System (NYSSIS) Unique Statewide Identifier (ID) to children or develop algorithms for converting existing unique IDs to a common identifier. The State Education Department's NYSSIS is an electronic information system

that assigns an ID to students in New York public schools, including charter schools. This unique ID will follow the child from the time they receive publicly funded early childhood services, through their years in the K-12 system, through higher education, and into the workforce.

Alternatively, algorithms will need to be developed to covert the child identifiers for each data system into a common identifiers that can be used to track an individual's data across data systems.
Responsible parties: SED, OCFS, DOH, NYCACS, NYCDOE, OTDA, NYCDOH/MH
Time period: Year 2

Step 7: Begin linking child level data across the various early childhood education systems. The data system will begin gathering data which are being collected on the individual level for children receiving child care subsidies, EI, preschool special education, Head Start programs funded by NYCACS, NYCDOE and UPK. All children receiving these publicly funded services will be assigned a unique identifier. **Responsible parties:** SED, OCFS, DOH, NYCACS, NYCDOE, OTDA
Time period: Year 2

Strategy 8: Establish site-level identifiers. The next step in the development of the data system will be to develop unique site-level identifiers and linkages to all regulated and licensed facilities which provide early childhood education. Once this is complete, the data system will be able to link data between children and their early childhood education programs.
Responsible parties: SED, OCFS, NYC DOHMH
Time period: Year 3

Step 9: Develop further linkages. The next stage of linkages will include the bringing in the QUALITYstarsNY data system, which will house all of the quality indicators and other program data collected by QUALITYstarsNY, as well as the staff and administrator data from Aspire. The Aspire system will maintain data on early childhood educators in licensed and regulated child care centers. In conjunction with other data systems that collect such data, the Early Learning Data System will be able to create unique identifiers for early childhood educators, as well as link them to the program

that employs them. Aspire will also link with SED's TEACH system, which registers certified professional staff members in New York public schools.

During development, there will be considerations to linking to home visiting programs' data systems, and possibly other statewide and local programs' data systems that provide early childhood education, as appropriate

Responsible parties: Host agency, CUNY -PDI other agencies as needed.

Time period: Year 3

Strategy 10: Develop the Early Education Reporting Portal. The portal, which will work in coordination with SED's P-20 portal, will provide a networking platform and information repository for dashboard reports and other customized resources so that stakeholders, including State, county and early learning and development program personnel, can access and analyze educational data.

Responsible parties: Host agency

Time period: Years 3 and 4

APPENDIX A

Essential Early Childhood Data System Elements

As Defined in the 2011 Race to the Top Early Learning Challenge Grant

Request for Proposals

Essential Data Elements means the critical child, program, and workforce data elements of a coordinated early learning data system, including--

a) A unique statewide child identifier or another highly accurate, proven method to link data on that child to and from the Statewide Longitudinal Data System, including kindergarten entry assessment data;
b) A unique statewide worker/teacher identifier;
c) A unique program site identifier;
d) Child and family demographic information;
e) Early Childhood Educator demographic information including data on educational attainment and State credential or licenses held, as well as professional development information;
f) Data on the program's structure, quality, child suspension and expulsion rates, staff retention, and work environment, including all applicable data reported as part of the State's Tiered Quality Rating and Improvement System; and
g) Child-level program participation and attendance data.

APPENDIX B-Data Elements Crosswalk

Workforce Data Elements

Key--Y=Yes, I=Inconsistent, M=Maybe, ?=Unsure, Blank=No	WORKFORCE REGISTRY	NYC DOH CCATS	OCFS CCFS	Early Intervention	ACS HEAD START
Person Unique ID	Y		Y	Y	
Name	Y	Y	Y	Y	Y
Person SSN	I		I	I	
Date of Birth	Y		Y		Y
Gender	Y		Y		?
Race/Ethnicity	Y				Y
Language(s) Fluency	Y		Y	Y	Y
Address	Y			Y	?
Phone	Y			Y	?
Email	Y	I		Y	
Setting	Y			Y	
Start Date	Y		Y	Y	
End Date	Y		Y	Y	
Position Title	Y		I	Y	Y
Hourly Wage	Y			Y	Y
Hours Worked per Week	Y			M	Y
Age Groups Worked With	Y			Y	
Highest Level of Education	Y		Y	Y	Y
Institution of Higher Education Name	Y		I		
Degree Name	Y		I	Y	Y
Date Conferred	Y		I	Y	
Major	Y		I		Y
College Credits	Y		I		Y
EARLY CHILDHOOD EDUCATION Credits	Y		I		Y
School Age Credits	Y		I		
Business/Administrative Credits	Y		I		
CDA Credential	Y			Y	?
CDA Credential Expiration	Y			Y	
Other Credentials	Y			Y	
Other Credential Award Date	Y			Y	
Other Credential Expiration Date	Y			Y	
Training Taken	Y				Y
Who trainer was	Y				
Dates	Y				Y
Hours	Y				
Content/Curriculum	Y				
Mandated Trainings Received	Y				

Early Childhood Education Program Data Elements

Key--Y=Yes, I=Inconsistent, M=Maybe, ?=Unsure, Blank=No	WORKFORCE REGISTRY	QUALITY STARS/WELS	OFCS CCTA	NYC DOH CCATS	OCFS CCFS	Early Intervention	NYSED--PSE	NYSED UPK	ACS ACCIS	NYCDOE PreKIDS
Provider Unique ID					Y	Y	Y	Y		Y
Owner/Operator Name	Y		Y	Y	Y	Y	Y	Y	Y	Y
Owner/Operator address	Y		Y	Y	Y	Y	Y	Y	Y	Y
Owner/Operator phone	Y		Y	Y	Y	Y	Y	Y	Y	Y
Owner/Operator email	Y		Y	Y	Y	Y	Y	Y		Y
Benefits Provided to employees	Y									I
Owner/Operator Tax ID/SSN			Y		?	Y	Y		I	Y
Provider name	Y		Y	Y	Y	Y	Y	Y	Y	Y
Provider address	Y		Y	Y	Y	Y	Y	Y	Y	Y
Provider Phone	Y		Y	Y	Y	Y	Y	Y	Y	Y
County	Y		Y	Y	Y	Y	Y	Y	Y	Y
School District	Y			Y	Y			Y		Y
Director Name	Y			Y	Y	Y	Y		Y	Y
Program Type (Can be more than one)	Y		Y	Y	Y	Y	Y	Y	Y	Y
Regulated	Y			Y	Y	I	Y		Y	Y
Quality Stars Ranking		Y								
Quality Stars Sub Scores		Y								
Receive subsidies	Y		Y	Y	M				Y	Y
Complaint Investigation History				Y	Y	Y	Y			
Inspection History				Y	Y		Y			
Enforcement History				Y	Y	?	?			
Number of Classrooms	Y			Y	Y		Y			Y
Classroom Age Range	Y				Y					Y
Classroom Capacity	Y			Y	Y		Y			Y
Curriculum used (may be different for different classrooms)	I									
Number of staff	I			Y	Y					Y
Rate (different for different ages)			Y				Y		Y	Y
Classroom Quality (if possible)		Y								
Waiting List (may be different for different classrooms)										
Hours open	Y			Y	M					
Days open	Y			Y	M					Y
Funding sources			Y	Y			Y		Y	Y
Funding source amount			Y				Y			Y
Special Services Provided			Y	Y			Y			
Operating cost							Y			Y
Medication Dispensation Certified				Y	Y					
Screening used and when						Y				Y
Assessments used and when						Y				

Child and Family Data Elements

Key--Y=Yes, I=Inconsistent, M=Maybe, ?=Unsure, Blank=No	OFCS CCTA	OCFS CCFS	Early Intervention	NYSED--PSE	NYSED UPK	ACS ACCIS	NYCDOE PreKIDS
Child Unique ID			Y	Y	Y		Y
Child Name	Y	Y	Y	Y	Y	Y	Y
Family (Head of Household) name	Y	Y	Y		Y	Y	Y
Family address	Y	Y	Y	?	Y	Y	Y
Family phone	Y	Y	Y		Y	Y	Y
County	Y	Y	Y	Y		Y	Y
School District		Y	Y	Y	Y		Y
Family income (% of Poverty Level)	Y		M			Y	
Family benefits receiving	WMS		Y			I	
Family receiving Child Care subsidies	Y	Y				Y	
Language spoken at home		Y	Y	Y	Y	Y	Y
Number of Siblings in home/Child Care	WMS/Y	Y	Y/N			I	
Number in household	WMS		Y			Y	
Relationship to family/family type	WMS	Y	Y				
Providers attended	Y	Y	Y	Y		Y	Y
Days/hours attended that provider	Y	Y	Y	Y		Y	Y
Assessment/Test results			Y				Y
Receiving subsidy	Y	Y		Y		Y	
Amount of subsidy	Y	Y		Y		Y	
Child SSN	I		Y	Y			I
DOB	Y	Y	Y	Y	Y	Y	Y
Gender	Y	Y	Y	Y	Y	Y	Y
Race	WMS		Y	Y	Y	Y	Y
Ethnicity	WMS		Y	Y	Y	Y	Y
Previous Child Care Provider/Type		M					I
Reason Child Care Services needed?	Y					Y	?
Language(s) spoken		Y	Y	Y		Y	Y
Language(s) proficiency			Y				Y
EI/Special Ed services receiving			Y	Y		I	Y

APPENDIX C--Early Learning Data System Detail Budget Estimate

		Year 1	Year 2	Year 3	Year 4	Recurring - Y1	Recurring - Y2
Staff (s&b)	NYSED Staff						
	Coordinator (1)	$133,000	$136,325	$139,733	$143,226	$146,091	$149,013
	Project Manager (1)	$119,000	$121,975	$125,024	$128,150		
	Program analysts specialists (3)	$315,000	$322,875	$330,947	$339,221	$346,005	$352,925
	Gants administrator (1)	$98,000	$100,450	$102,961	$105,535		
	IT - programmer (2)	$238,000	$243,950	$250,049	$256,300	$261,426	$266,654
	IT - network (1)	$105,000	$107,625	$110,316	$113,074	$115,335	$117,642
	IT - data base (1)	$105,000	$107,625	$110,316	$113,074	$115,335	$117,642
	IT - architect/modeler (1)	$119,000	$121,975	$125,024	$128,150	$130,713	$133,327
subtotal		**$1,232,000**	**$1,262,800**	**$1,294,370**	**$1,326,729**	**$1,114,905**	**$1,137,203**
					$5,115,899		
	Partner agency staff						
	Program specialists (5)	**$560,000**	**$574,000**	**$588,350**	**$603,059**		
Equipment	Hardware for infrastructure and reporting architecture (replacement cycle to beginning recurring years)	**$1,300,000**				**$441,500**	**$455,076**
Software	Software for infrastructure and reporting architecture (license renewal in recurring years)	**$575,000**				**$121,628**	**$135,205**
Vendor	Build reporting portal for state agencies, counties, and service providerpoint of contact (software maintenance in recurring years)	**$5,000,000**				**$300,000**	**$300,000**
	Total	**$8,667,000**	**$1,836,800**	**$1,882,720**	**$1,929,788**	**$1,978,033**	**$2,027,484**
subtotal (Y1 to Y4):	**$14,316,308**						
subtotal (recurring):	**$4,005,517**						
Total:	**$18,321,825**						