BUILDING AN EARLY CHILDHOOD INTEGRATED DATA SYSTEM –

A proposal developed by the Data Development Work Group

of the NYS Early Childhood Advisory Council

February, 2018

INTRODUCTION

The Early Childhood Advisory Council recommends that New York State commits to and takes progressive steps leading to the development of an early childhood integrated 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.

New York's early childhood education system is a multi-billion dollar industry, but despite that investment of federal, state and private dollars, we have very little information on whether that investment leads to the outcomes that it is intended to achieve. The goals of this data system would be to improve:

- **Accountability** –How are children in New York's early childhood education programs doing? What is the progress of their growth and development and how does that data compare across programs to national norms and standards?

- **Program Planning and Resource Allocation** - Which children have access to and are receiving necessary support services to ensure school readiness? Where in the state are the most at-risk children, and do those children have access to high-quality early childhood education?

- **Quality Improvement** – What program elements are most critical for children's success and which early childhood education programs and settings demonstrate the characteristics associated with high quality and effectiveness? Is the quality of early childhood education programs improving? If not, how should programs be restructured or supported to ensure best results?

- **Professional Development** - Is the quality of the early childhood education workforce improving? What teacher training and experiences produce the best results for children?

An early learning data system would enable New York State to:

- Provide 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.

I. 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. Currently, 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 or later move into the workforce?

The need for an integrated early childhood data system was recently highlighted by two state task forces charged with identifying strategies for improving child outcomes – the NYS Department of Health's First 1000 Days Medicaid Task Force, and the Regents' Early Childhood Committee's Blue Ribbon Commission. Both task forces called for the development of an integrated early childhood data system as one of their top recommendations. The focus of the

data systems proposed differs in some respects from the focus of this proposal, but speak to the need for cross system data to inform early childhood services.

II. PROPOSAL

To respond to this lack of data, the New York State Early Childhood Advisory Council (ECAC) proposes that New York State 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 Integrated 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 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 Prekindergarten through K-12 education, college, and entry into the workforce.
- **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 Registry –**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 developed the Aspire Registry – New York's early childhood workforce registry. The Aspire Registry was created to support the professional development of people working in early childhood education. Through the Aspire Registry, members of the early childhood education workforce can keep track of their education and training and establish and implement professional development plans. The Aspire Registry 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, the Aspire Registry includes profiles of over 50,000 staff from nearly half of the child care centers in the state, including all programs participating in QUALITYstarsNY. In addition, New York City established a regulation that requires all early childhood programs to participate in Aspire. Full implementation began in July, 2017 and all programs and their staffs will be enrolled within two years.

- **QUALITYstarsNY –** The QUALITYstarsNY data system was developed to collect comprehensive data on programs participating in QUALITYstarsNY. It tracks each program participating in QUALITYstarsNY as they progress through the rating and quality improvement processes. It includes data on: the program site (address, capacity, license or registration), the children served (ages, numbers receiving subsidies), and all aspects of the participation in QUALITYstarsNY (rating received, rating on ECERS and CLASS, scores on individual program standards, quality support funding, technical assistance and professional development provided). The QUALITYstarsNY data system provides a quality improvement plan for each site and tracks progress in meeting the plan's goals and objectives.

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 trends in early childhood education in New York State 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.[1]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 at each program site.

- **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

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1 Kreader, J.L. & Schneider, W. (2011). "*Putting the Pieces Together: New York's early learning program data systems.*" Rensselaer, NY: New York State Council on Children and Families, Early Childhood Advisory Council.

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, the workforce and children served, funding, and subsidy use that will support their research efforts.

As illustrated below in Chart 1, there are currently 11 data systems in New York State and New York City that provide information on the early childhood education programs, workforce, and the children that receive the services. Collectively, these data systems now collect information on all essential data elements 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 Integrated Data System would merge data collected by 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 an integrated 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 Integrated 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
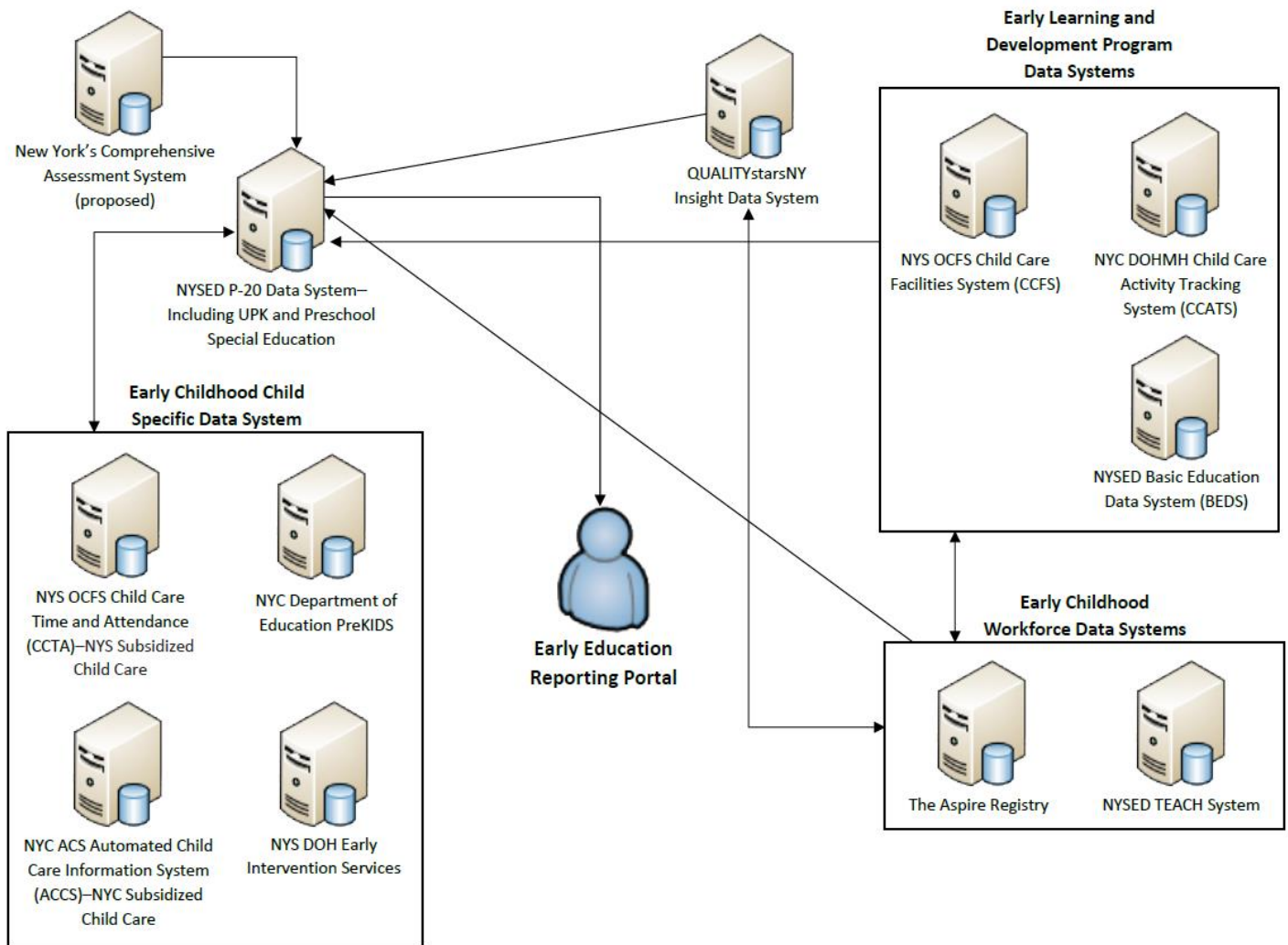
childhood services. Alternatively, algorithms could be developed that would convert each data systems identifier to a common identifier.

A unique early childhood educator identifier and demographic information -   The Aspire Registry is currently being implemented statewide and assigns a unique early childhood educator identifier and collects the demographic, verified education and credential history, employment history, as well as the license and training information needed to answer a large number of research and policy questions. The Aspire Registry also captures information on which staff is in which classroom, specific classroom information, staff position, and the compensation and fringe benefits each program provides. School district prekindergarten staff data is collected by the TEACH data system.

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 Integrated Data System. As QUALITYstarsNY expands, program data is augmented by the 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 and some collect information on the family. 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

NYS EARLY CHILDHOOD INTEGRATED DATA SYSTEM DIAGRAM

New York's Comprehensive Assessment System (proposed)

NYSED P-20 Data System— Including UPK and Preschool Special Education

QUALITYstarsNY Insight Data System

Early Learning and Development Program Data Systems

NYS OCFS Child Care Facilities System (CCFS)

NYC DOHMH Child Care Activity Tracking System (CCATS)

NYSED Basic Education Data System (BEDS)

Early Childhood Child Specific Data System

NYS OCFS Child Care Time and Attendance (CCTA)–NYS Subsidized Child Care

NYC Department of Education PreKIDS

NYC ACS Automated Child Care Information System (ACCS)–NYC Subsidized Child Care

NYS DOH Early Intervention Services

Early Education Reporting Portal

Early Childhood Workforce Data Systems

The Aspire Registry

NYSED TEACH System

demographic information for those receiving Early Intervention, Preschool Special

Education, Prekindergarten, as well as Head Start programs funded by the NYC

Administration for Children Services. However, it is important to note that there is no

child demographic information collected on children in child care who are not receiving

subsidies. Family demographic information is only collected in a shareable format by

the child care subsidy and ACS Head Start data systems. Non-ACS funded Head Start and

Early Head Start programs also collect unique child and family demographic data and

report aggregate data to the federal Office of Head Start, but they do not use a uniform

data collection system making it extremely difficult to merge their data with the other

systems. To have a complete demographic picture of the children and families that

participate in early childhood education programs, some additional data elements

would need to be collected in all early childhood settings.

(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 Childhood Integrated 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, they 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

All data provided through the Reporting Portal will be in compliance with confidentiality requirements.

III. RECOMMENDED STEPS FOR THE DEVELOPMENT OF THE EARLY Childhood Integrated DATA SYSTEM

The Early Childhood Advisory Committee recommends that the following steps be considered for the development of the Early Childhood Integrated 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 Childhood Integrated Data System. To develop the data system needed to link the 11 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

Step 2: Obtain agreement on the agency that will host the Early Learning Data System. An Early Childhood Integrated Data System could be developed as a stand-alone data warehouse/system or could be built of an existing data system. Once developed a linkage could be developed with the State Education Department's P-20 Longitudinal Data System to track child outcomes over time.

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

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 for gaining buy-in and support.

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

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

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 and decisions are made regarding how the data system will be 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. 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.

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

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

Step 7: Begin linking child level data across the various early childhood education systems.
The data system will begin gathering data being collected on the individual level for children receiving child care subsidies, EI, preschool special education, Head Start programs funded by NYCACS, NYCDOE and state and federal funded Prekindergarten programs. All children

receiving these publicly funded services will be assigned a unique identifier, which will allow for individual program reports and comparisons across programs.

Responsible parties: SED, OCFS, DOH, NYCACS, NYCDOE, OTDA

Step 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

Step 9: Develop further linkages. The next stage of linkages will include 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 the Aspire Registry. The Aspire Registry 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. The Aspire Registry should 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.

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 aggregate educational data.

Responsible parties: Host agency

Abbreviations: Council on Children and Families (CCF), Early Childhood Advisory Council (ECAC), State Education Department (SED), Office of Children and Family Services (OCFS), Office of Temporary and Disability Assistance (OTDA), Department of Health (DOH), New York City Department of Health and Mental Hygiene (NYCDOH/MH), New York City Department of Education (NYCDOE), New York City Administration for Children Services (NYCACS), City University of New York – New York Early Childhood Professional Development Institute (CUNY – NYPDI).

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 are 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 child 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 by QUALITYstarsNY; 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	ASPIRE REGISTRY	NYC DOH/MH 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	ASPIRE REGISTRY	QUALITY STARSNY	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
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/N			I	
Number in household	WMS		Y			Y	
Relationship to family/family type	WMS	Y	Y				
Providers attended	Y		Y	Y		Y	Y
Days/hours attended that provider	Y		Y	Y		Y	Y
Assessment/Test results			Y				Y
Receiving subsidy	Y	Y		Y		Y	
Amount of subsidy	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							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

*The Office of Children and Family Services Child Care Facility System collects data o two populations: 1) Legally exempt providers for which it collects some child and family demographic data, and 2) regulated providers for which it does not collect demographic data.

Abbreviations: New York City Department of Health and Mental Hygiene Child Care Activity Tracking System (NYC DOH/MH CCATS), Office of Children and Family Services Child Care Facility System (OCFS CCFS), Office of Children and Family Services Child Care Time and Attendance System (OFCS CCTA), New York State Education Department Preschool Special Education (NYSED—PSE), New York City Administration for Children Services Automated Child Care Information System (ACS ACCIS)