
Illinois Longitudinal Data System

Annual Report & Plan

Approved by the Illinois Longitudinal Data System Governing Board Agencies
September 2018

2018

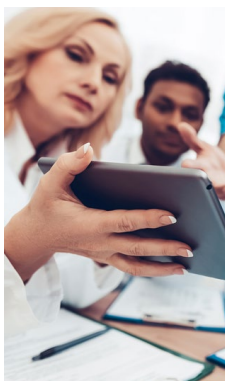


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I. Introduction & Background

THIS ILLINOIS LONGITUDINAL DATA SYSTEM (“ILDS”) ANNUAL REPORT & PLAN is the fifth such plan adopted by the ILDS Governing Board. On June 30, 2013, seven State of Illinois agencies and the Office of the Governor entered into an intergovernmental agreement for the governance of the Illinois Longitudinal Data System (see **Table 1**, on page 2 of this report, for participating agencies).

As shown in **Table 2**, (page 2), this agreement identified eight separate requirements, functions, and expectations for the focus of the ILDS governance system (the “ILDS Functions”). In addition, the agreement created:

- a Governing Board with senior leadership from each of the ILDS Agencies and chaired by an appointee of the Governor, and
- five separate committees, as shown in **Figure 1** (page 3).

Under Section IV.A of the Agreement, the Governing Board must adopt, on an annual basis, a report to the Governor, the P-20 Council, and the chief executive of each of the ILDS Agencies that includes, without limitation:

- a. A report on the activities of the Governing Board and its committees for the prior 12-month period;
- b. A plan and budget for the performance of the ILDS Functions through the upcoming State fiscal year; and
- c. A benchmarking of the performance of the ILDS Functions against the requirements and expectations of the P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.).

This Annual Report & Plan constitutes the report required by Section IV.A of the ILDS Intergovernmental Agreement. It draws from meetings of the Governing Board and its Committees, interviews with ILDS Agency staff, and information from related state agency initiatives such as the Governor’s Cabinet on Children and Families. ILDS Agency staff have reviewed and commented upon its contents, and the Governing Board has adopted it.

This document describes the primary ILDS governance activities during the 17-18 state fiscal year (FY 2018). Then, it describes the

priorities for ILDS governance activities through FY 2019 that have been adopted by the Governing Board. Finally, it includes a benchmarking of ILDS efforts against the requirements of the P-20 Longitudinal Education Data System Act.

While the Governing Board intends for this document to provide a roadmap for ILDS activities through FY 2019, it also recognizes the need for flexibility and adaptability as the ILDS Agencies move into implementation activities. Certain priorities may need adjustment, and others may not be attainable in light of staffing and funding limitations. The Governing Board will periodically review its progress and this Report & Plan as implementation activities move forward.

ILDS and Individual Privacy

The ILDS protects individual privacy and confidentiality consistent with all privacy protection laws and leading technical practices. The ILDS and operations of the Governing Board do not limit nor waive any of the state or federal privacy protection laws that apply to an individual agency’s data. On the contrary, all sharing of data must be specifically authorized by these laws, and is subject to all applicable legal limitations. Reports and analyses supported by the ILDS will include only aggregate data—an individual’s personal information will never be disclosed. In addition, the systems for receiving and matching agency data through the Centralized Demographic Dataset—as described in Section II.B of this Report—utilize the highest technological standards:

- ensuring that data are maintained and merged only on hardware that is not connected to a network,
- not duplicating the data,
- only conducting data sharing that has been explicitly authorized by the agencies, and
- access to data is limited only to employees required to have access.

Ensuring robust protections for individual privacy and compliance with all state and federal laws are the highest priorities for the ILDS Agencies and the Governing Board.

This document describes the primary ILDS governance activities during the 2017-18 state fiscal year. Then, it describes the priorities for ILDS governance activities through 2018-2019 that have been adopted by the Governing Board.

I. Introduction & Background (continued)

TABLE 1

State of Illinois Agencies Participating in the ILDS Intergovernmental Agreement (“ILDS Agencies”)

1.	Illinois Board of Higher Education (IBHE)
2.	Illinois Community College Board (ICCB)
3.	Illinois Department of Commerce and Economic Opportunity (DCEO)
4.	Illinois Department of Employment Security (IDES)
5.	Illinois Department of Human Services (IDHS)
6.	Illinois Student Assistance Commission (ISAC)
7.	Illinois State Board of Education (ISBE)

Additional Party: Office of the Governor

TABLE 2

Focus for ILDS Governance (“ILDS Functions”)

1. Ensure robust protections for individual privacy and compliance with all pertinent state and federal laws;
2. Establish a set of tools, systems, and processes internal to ILDS Agencies and shared across ILDS Agencies to meet the expectations and requirements of the P-20 Longitudinal Education Data System Act and support analysis and understanding of lifelong education and workforce policies and programs;
3. Effectively and efficiently address audit, evaluation, and research needs that require data inputs from multiple ILDS Agencies;
4. Support and advance sound, research-based decision-making within the ILDS Agencies and for all State education and workforce policymakers;
5. Effectively address common issues across ILDS Agencies such as data access, use, and security;
6. Establish the expectation that ILDS Agencies share data in accordance with established procedures and protocols, subject to applicable legal restrictions;
7. Develop a common process across the ILDS Agencies to plan and budget for ILDS implementation, improvement, and maintenance; and
8. Effectively utilize knowledge and expertise relating to the ILDS Functions residing at the ILDS Agencies and capitalize on a cost-effective ILDS Agency distributed data system model that avoids duplication and ensures sustainability.

II. ILDS Governance Activities

The ILDS Agencies and the Governing Board made substantial progress on activities relating to the ILDS Functions in FY 2018. Progress includes a number of intra-agency enhancements that support the broader ILDS effort; the continued expansion of the Centralized Demographic Dataset Administrator (CDDA) and Master Client Index (MCI); and significant work and accomplishments in the end-user service priorities established by the Governing Board.

The first Annual Report & Plan adopted by the Governing Board included a proposed ILDS technical architecture and set of end-user priorities that has guided ILDS-related activities since April 2014. The ILDS technical architecture consists of these three “layers”:

1. Centralized Demographic Dataset Administrator

Administrator The CDDA provides services to the ILDS Agencies to match interagency data and prepare files for end-user services.

2. Intra-Agency Enhancements

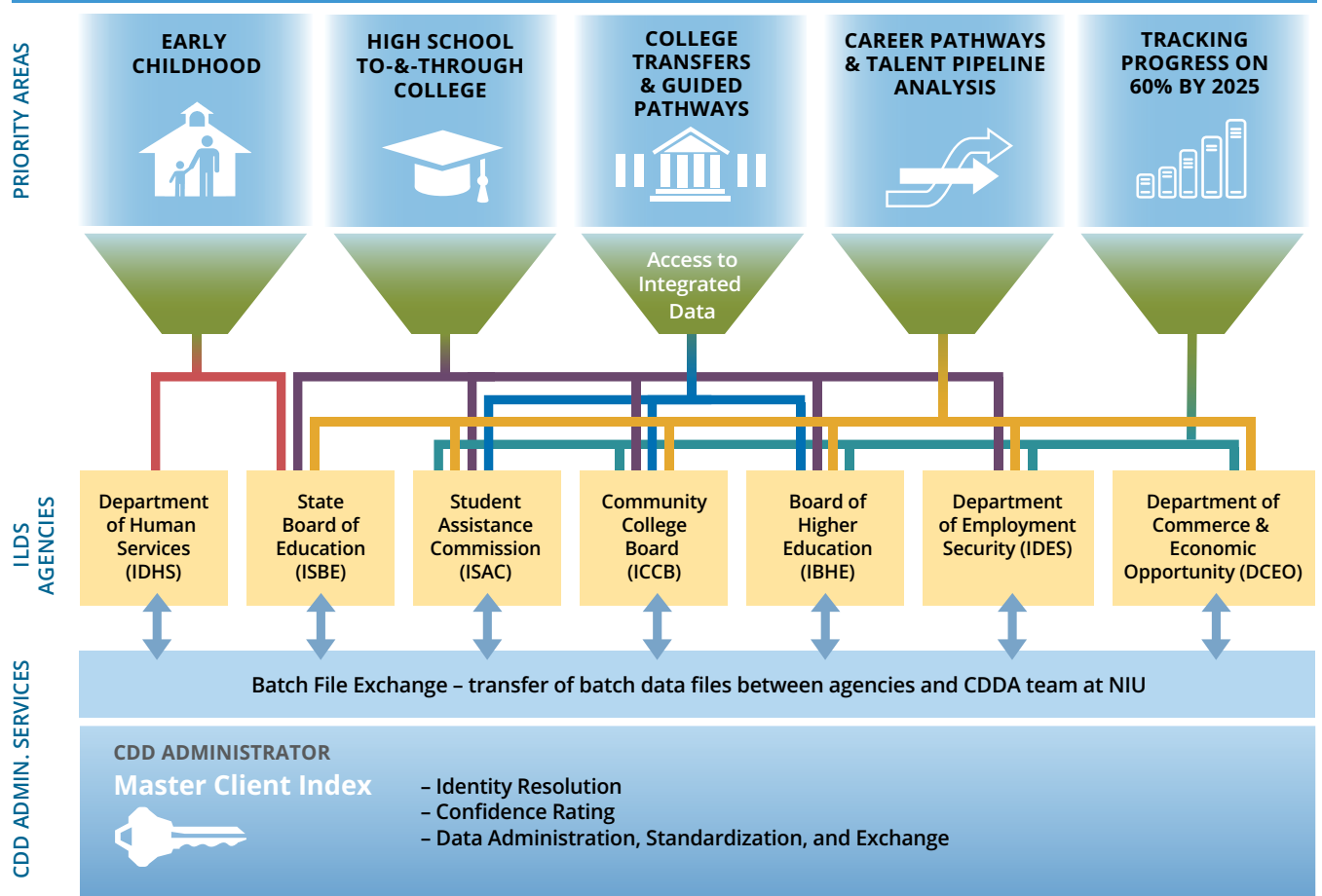
Intra-agency enhancements consist of work internal to the ILDS Agencies to facilitate and enhance interagency data sharing.

3. End-User Priority Areas and Services

End-user services consist of the tangible benefits derived from interagency data sharing, including public reports involving P-20 data and analytical tools available to agency staff.

FIGURE 1 Figure 1 depicts the technical architecture and set of end-user services for the ILDS.

ILDS Conceptual Technical Architecture Diagram



II. ILDS Governance Activities (continued)

The plan also established five priority areas for end-user services:

1. Early Childhood Merging early childhood data maintained by IDHS, ISBE, and other agencies to understand the characteristics and outcomes of children receiving early childhood services and the members of the early childhood workforce who serve them.

2. High School to & through College Reporting and analyzing college enrollment and performance information for Illinois public high school graduates.

3. College Transfers & Guided Pathways Providing information on the outcomes of

community college graduates who transfer to Illinois public universities and of participation in postsecondary guided pathways.

4. Career Pathways & Talent Pipeline Analysis Analyzing the education and employment outcomes of students participating in career pathway programs in high school and in post-secondary education.

5. 60% by 2025 Enhancing the methods for tracking progress against the State goal of 60% of Illinois residents obtaining a high quality post-secondary degree or credential by the year 2025.

A. Centralized Demographic Dataset Administrator and Master Client Index

The signature technical achievement of the ILDS Governing Board is the establishment of the CDDA and the related MCI. The CDDA provides an identity resolution system to address the challenge of different state agencies using different identifiers for the same individual. Susie Student may have one identifier in an IDHS early childhood system, which is different from the identifier for Susan Student in the ISBE K-12 system, and different still for Suzie Student in the employment records systems maintained by IDHS, even

though all of the information is for the same person. The CDDA provides technical review procedures and software to create, securely and confidentially, an ID tied to the same individual's records across different agency systems.

The CDDA completed and disseminated the sixth release of CDDA-IDs in summer 2018; Table 3 includes updated counts of records, standardized records, and unique individuals by agency. This release will be the first to include educator licensure records from ISBE's Educator Licensure Information System.

TABLE 3
CDDA Data Source Summary, Release 6, August 2018

AGENCY	RECORDS	STANDARDIZED RECORDS	UNIQUE INDIVIDUALS
ISBE	21,866,380	4,628,739	4,358,517
ICCB	6,024,838	3,246,421	2,722,922
DCEO	211,753	168,347	167,454
IBHE	5,467,126	2,005,822	1,263,551
ISAC	2,802,386	1,078,194	1,030,043
IDHS	62,945,765	17,602,731	11,884,094
IDHS	15,530,547	1,424,573	892,134
MCI	114,858,795	30,154,827	16,394,313

Source: Data Source Summary, Centralized Demographic Administrator (CDDA) Dashboard



B. Intra-Agency Enhancements

Over the past 12 months, the ILDS Agencies have made significant intra-agency system improvements that will support efficient and quality data exchanges with the CDD Administrator and the other ILDS Agencies. Table 4 describes the improvements made by each agency.

TABLE 4
Intra-agency System Enhancements

Illinois Board of Higher Education (IBHE) Broadly, IBHE is shifting its focus from data collection to data analysis and use. The agency continues to enhance its data collection system as well as what data are sent back to institutions. The IBHE Data Quality dashboard, funded by the IL First grant, is central to this effort. Other enhancements include the continued transfer of ISAC-held student records to IBHE’s Higher Education Information System (IHEIS) and the expansion of IHEIS to include enrollments from additional academic years.

Illinois Community College Board (ICCB) ICCB, via its implementation of the SAS Enterprise Guide (EG) in 2017, continued to enhance its data generation, analysis, and reporting capacity in 2018. ICCB more efficiently provides data for state and federal accountability purposes while continuing to strategically participate in high impact state and national data and research projects that targets increasing student and institutional success.

ICCB is working with the NIU CDDA team and selected community colleges to investigate the most efficient process to provide CDDA-IDs at the institutional level. The CDDA-IDs housed at the institutional and school level promotes secure data sharing and collaboration locally.

ICCB utilized the CDDA-ID to internally test accuracy with its current longitudinal data linkage techniques and methods.

II. ILDS Governance Activities (continued)

TABLE 4 (continued)

Intra-agency System Enhancements by the ILDS Agencies

Illinois Department of Commerce and Economic Opportunity (DCEO)	DCEO is responsible for reporting Workforce Innovation Opportunity Act (WIOA) Title I and ETP training provider and student data to the U.S. Department of Labor. It is helping lead a collaborative project, the WIOA Workforce Training Data Trust, with other ILDS agencies that seeks to accomplish the following objectives: <ul style="list-style-type: none">• Create a virtual universal statewide workforce training provider and program platform that contains and displays training provider establishments and program information based on the WIOA education and workforce integration initiative.• Align training programs by sector-based career pathways and demand occupations.• Enhance availability of program and training provider information linked to career information services that educates on job readiness skills assessments, occupation industry overviews and suitability, employment potential, career advancement opportunities, financial assistance options, and state assistance programs and eligibility.• Model training information technology and framework in such a way to connect program completion attainment to credentials and competencies such as degrees, certificates, licenses, apprenticeships, badges, and micro-credentials.• Integrate and connect individual training completion outcomes to wage data that can be utilized for further curriculum planning and forecasting, WIOA eligible training provider performance reporting, and publicly transparent aggregate data scorecards and dashboards.
Illinois Department of Employment Security (IDES)	IDES is building its internal analytic and research capacity. This capacity will support interagency projects, including the Career Outcomes Tool and an employment analysis for selected cohorts of ISBE HS graduates, and better position the agency to meet increased demand for analyses of employment outcomes.
Illinois Department of Human Services (IDHS)	IDHS is drawing upon Family Case Management and Better Birth Outcomes records to investigate the impact of physiological challenges at birth on a child's development and later education. The agency also provided data to support the early childhood matching process described in Section III.B.1 of this document.
Illinois State Board of Education (ISBE)	ISBE rolled out its integrated data system, called Ed360, statewide for school year 2017-18. The agency is also enhancing its tracking of teacher supply & demand data by contributing Educator Licensure Information System (ELIS) records to the CDDA and through the Partnership for Educator Preparation, or PEP. PEP is a committee of diverse stakeholders that, among other things, will support the strengthening of data collection, sharing, and reporting for educator preparation programs across Illinois.
Illinois Student Assistance Commission (ISAC)	ISAC continues to build out the Gift Assistance Program (GAP Access) system, which now encompasses multiple smaller, formerly distinct data systems. The agency also intends to draw on ILDS infrastructure to enhance its research capacity and better engage researchers seeking ISAC records.

C. Progress on End-User Priorities

The ILDS Agencies performed significant work and achieved a number of accomplishments in the end-user service priorities established by the Governing Board for FY 2018. The 2017 Annual Report & Plan identified priority projects and research topics for each of the end-user service priority areas, with a goal of making significant progress on each one by the end of the fiscal year. Below are descriptions and highlights from selected FY17 ILDS priorities and related projects.

College Enrollment and Completion Patterns of Gateways Credential Holders (Early Childhood)

Gateways Credentials serve as professional symbols of the knowledge, skills, and experience held by members of the early childhood workforce. IDHS awards the credentials, which are administered by the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). Utilizing the CDDA-ID to link Gateways records with postsecondary data from ICCB and IBHE, this study describes Gateways credential holders and their enrollment and completion patterns

through 2- and 4-year postsecondary institutions in Illinois.

Key findings include that:

- Gateways credential holders are more racially/ethnically diverse than the overall early childhood workforce in Illinois;
- many Gateways credential holders have earned some college credit but no degree, suggesting that Gateways credentials could be used to inform progress towards 60% by 2025; and
- early childhood enrollments and degree completions in Illinois are declining irrespective of sector or level.

Recommendations for future study include:

- investigating credential and degree stacking across Gateways and higher education,
- determining the value-add of employer-recognized credentials,
- making the case for social utility in helping define credential quality, and
- expanding the analysis to include all Gateways credential types.

TABLE 5
Degree Attainment Status for those with a Level 4 ECE Credential

ECE Credential Level 4 (Highest)	Earned Associate's Degree or Higher		Grand Total
	No	Yes	
ICCB	750	658	1408
IBHE	564	129	693

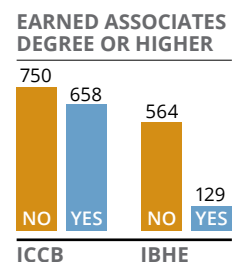
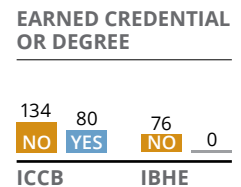


TABLE 6
Degree Attainment Status for those with a Level 3 ECE Credential

ECE Credential Level 3	Earned a Credential or Degree		Grand Total
	No	Yes	
ICCB	134	80	214
IBHE	76	0	76



Source: <https://www.ibhe.org/assets/files/GatewaysFullReport.pdf>

II. ILDS Governance Activities (continued)



Early Childhood Matching Project, Phase II (Early Childhood)

Undertaken by NIU, the Early Childhood Matching Project serves two primary purposes. First, it identifies data quality issues and other barriers that ISBE and IDHS can address. Second, it produces descriptive statistics based on distinct counts of children ages birth to 5 years receiving publicly funded early childhood services in Illinois. The Project relies upon the CDDA-ID linkage and place Illinois among a small group of states having established such denominators.

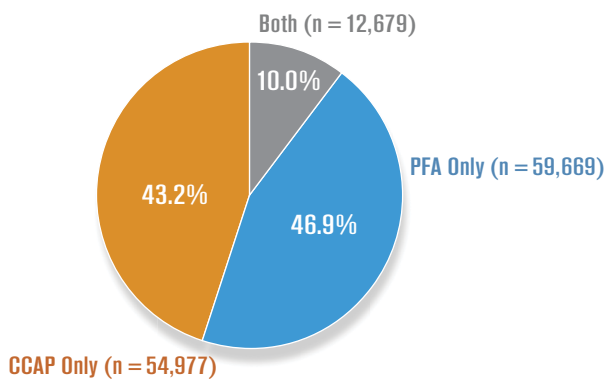
The NIU team completed the Phase II analysis, which focuses on 2015 and 2016, in spring 2018. Key findings from Phase II are below.

- In 2016, of all 3 to 5 year olds (N = 127,325) served by Preschool For All (PFA) or the Child Care Assistance Program (CCAP), 10% were

served by both programs. This proportion represents a 1-percentage-point decrease from 2015.

- In 2016, of all 0 to 3 year olds (N = 67,786) served by Prevention Initiative (PI) or CCAP, 5% were served by both programs. This proportion is similar to the same for 2015.
- PI, PFA, and CCAP participation rates for all children and for those living in poverty (<185% Federal Poverty Line) varied widely across Race to the Top Innovation Zones.
- Missing data and data quality issues, particularly regarding child-level subgroup indicators, remained a significant challenge for the analysis.

FIGURE 2
Percentage and Number of 3-5 Year Olds in PFA and/or CCAP



Notes: PFA population is pulled using ISBE program indicator; CCAP population uses equivalent age range with PFA (3-5 year olds); September 1st is age cutoff date.

Source: Table 1A, NIU EC Analysis, 6/20/2018

To&Through Statewide Pilot (High School to & through College)

Analysis for the To&Through statewide pilot will commence in summer 2018. With the data sharing agreement for the pilot now executed, ISBE and ICCB have linked their respective secondary and community college records via the CDDA-ID. Urban Education Institute at the University of Chicago has received those linked records and plans to begin its analysis shortly.

The pilot carries exciting prospects for the use of ILDS data and the CDDA-ID in future To&Through reporting. Stated goals include:

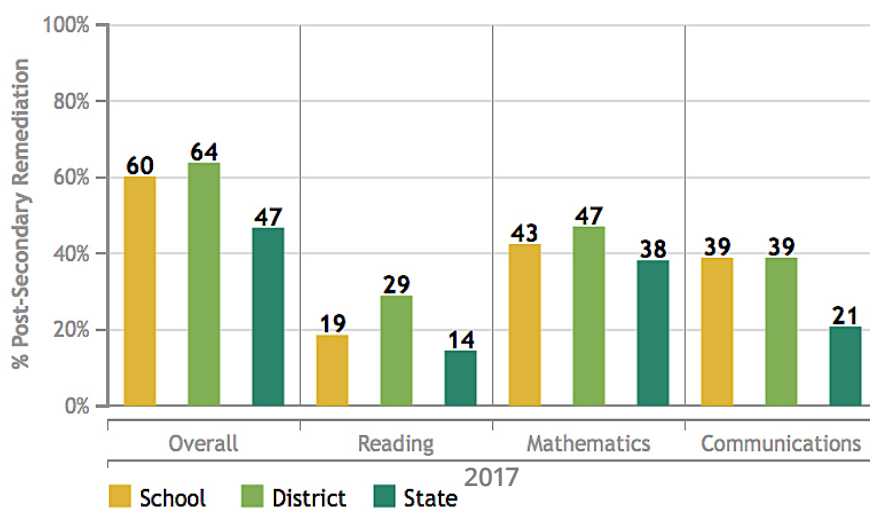
- to determine the feasibility of using ILDS data for future To&Through indices and reports;
- to establish appropriate To&Through indices and reports for 2-year and 4-year institutions;
- to determine the feasibility of state production of reports both within and outside of Chicago; and
- to explore utilization of cohort data for reports.

Community College Remediation on State-Level Public Data Resources (High School to & through College)

ISBE and ICCB linked student record data via the CDDA-ID to measure the number of high school graduates who attend an Illinois community college and enroll in developmental education coursework. Additionally, an analysis of high school students that simultaneously earn credits that count toward a high school diploma and a college degree occurred. The matched ISBE and ICCB data is utilized on the Illinois Report Card and Ed360 platform in aggregate form. The data are provided at the high school and school district level leading to many policy discussions and high-impact strategies around college readiness.

FIGURE 3

Remediation Rates in Community College – Class of 2015, Lake View High School (9-12), City of Chicago SD 299



Source: <https://www.illinoisreportcard.com/School.aspx?source=trends&source2=postsecondaryremediation&Schoolid=150162990250026>

Class of 2015	School	District	State
Graduates (N)	310	17,504	128,527
Attending Illinois Community Colleges (N)	113	4,704	41,464
Attending Illinois Community Colleges (%)	36.5%	26.9%	32.3%
Enrolled in Remedial Courses (N)	68	2,999	19,388
Enrolled in Remedial Courses (%)	60.2%	63.8%	46.8%

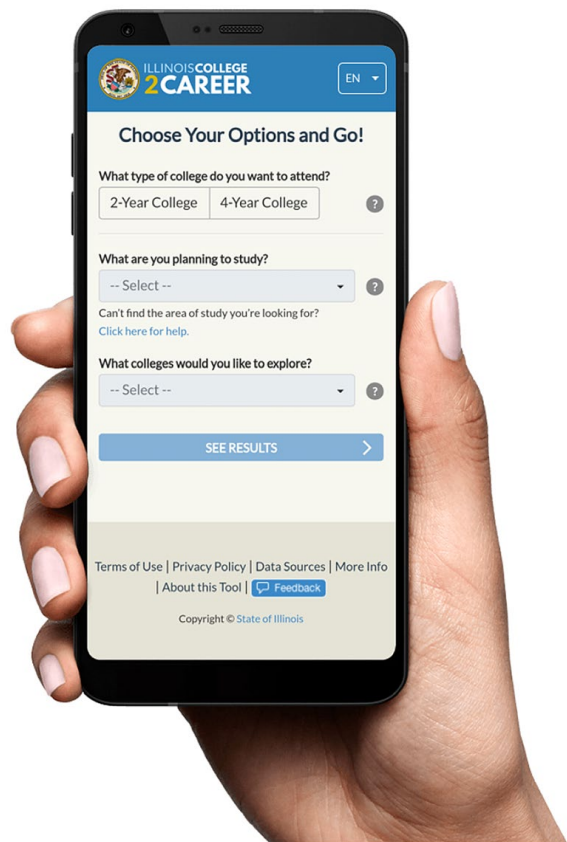
Career Outcomes Partnership (Career Pathways & Talent Pipeline Management)

A data sharing partnership between IDES, ISAC, IBHE, ICCB, and Illinois State University has developed two tools built on a linkage of postsecondary and career outcomes: the IL College2Career tool mobile app and an institutional microdata research portal.

In Beta as of summer 2018, the IL College2Career tool offers information on 2- and 4-year postsecondary institutions in Illinois to prospective college students, their parents, and other stakeholders. That information will include, for the first time in Illinois, career outcomes of graduates by program of study and institution. The partnership expects a full launch of the tool in fall 2018.

The partnership is also developing an institutional microdata research portal. The portal will provide researchers with access to student-level records with both postsecondary and career outcomes. Accessible in a secure, SAS Visual Analytics-supported virtual environment, the records will facilitate analyses beyond what is possible via the IL College2Career tool. Full launch of the portal is expected by the end of 2018.

FIGURE 4
Selection Screen, IL College2Career Tool



Source: State of Illinois

Health Science Pathway Project (Career Pathways & Talent Pipeline Management)

Undertaken by NIU, the Health Science Pathway Project integrates records from ISBE, ICCB, and IDES to describe and produce distinct counts of students participating in the health science career pathway pipeline from high school to community college and into the workforce. Broadly, it should inform similar work to describe additional career pathways as well as identify data quality issues possibly addressed by the participating agencies.

The analysis will describe two distinct cohorts: Cohort 1, which follows health science pathway participants from high school through the transition to, and enrollment in community college; and Cohort 2, which focuses on students' postsecondary outcomes.

ISBE and ICCB have transferred data for Cohorts 1 and 2, respectively, to NIU for linkage and analysis.

III. ILDS Governing Board Plan and Budget Through FY 2019

Through state FY 2018 (ending on June 30, 2018), the ILDS Governing Board will prioritize the following categories of activities for the ILDS:

- A. Aligning ILDS Governing Board activities with interagency data projects undertaken through the Governor’s Cabinet on Children and Youth (“The Children’s Cabinet”)
- B. Continuing progress on the five end-user priorities, with the identification of critical research topics within each priority area
- C. Promoting access and use by external researchers
- D. Continued enhancement of the CDD Administrator’s services
- E. Supporting the P-20 Council’s Education and Workforce Data Task Force
- F. FY 2019 Budget

A. Aligning ILDS with Children’s Cabinet Data Projects

The Governor’s Cabinet on Children and Youth (“Children’s Cabinet”) was established by Governor Rauner in February 2016 to create a cohesive statewide strategy to improve outcomes for children and youth. Chaired by the Governor, the Cabinet convenes the executive leadership of the 15 state agencies that oversee initiatives for children and youth, as well as four members of the Governor’s senior team and the Department of Innovation and Technology (DoIT).

The Children’s Cabinet has adopted a new set of projects. One of the projects—Transitional

Math and Alternative High School Equivalency (HSE) Credentials – aligns closely with the priority areas of the ILDS. The project seeks to collaborate and develop transitional programs to facilitate postsecondary degrees and credentials. Where applicable, Table 5 shows areas of alignment between Children’s Cabinet and ILDS data projects.

B. FY 2019 Priorities

Through FY 2019, the ILDS Agencies will continue to focus on the following five end-user priority areas:

1. Early Childhood
2. High School to & through College
3. College Transfers & Guided Pathways
4. Career Pathways & Talent Pipeline Analysis
5. 60% by 2025

For each of these areas, Table 7 summarizes:

- Where applicable, Children’s Cabinet priority data projects that relate to the priority areas
- Other ILDS goals and priorities for action during FY 19
- Critical research topics, where the ILDS Governing Board members encourage a focus by external partners to address research and evaluation needs within that priority area.

Over the course of the next year, the ILDS Agencies involved in each of the priority areas will continue to execute related project activities and, if necessary, modify the project objectives to reflect feasibility and staff and budgetary capacity.



College students at technology company internships.

TABLE 7
ILDS Priority Projects, Goals, and Research Topics



EARLY CHILDHOOD

Children's Cabinet Priority Project	<p>Continuity: Early Childhood Workforce Development</p> <ul style="list-style-type: none"> - Support establishment of a distinct count of the Early Childhood workforce utilizing Gateways Registry and Educator Licensure Information System records - Enable linkage of existing Early Childhood workforce records with postsecondary outcomes and UI wage records 	IDHS, ISBE, IBHE, ICCB, IDES
Other ILDS Priority Projects	<p>Incorporate Head Start data into Phase III of the early childhood matching project to obtain a more complete, distinct count of children ages 0-5 in selected, publicly funded early childhood programs across ISBE, IDHS, and Head Start</p>	ISBE, IDHS
	<p>Include reports from Phase II/III of the early childhood matching project:</p> <ul style="list-style-type: none"> - on an Illinois Early Childhood Services Dashboard as a feature of the Illinois Early Childhood Asset Map (IECAM) website - as early childhood reports included within ISBE's Education 360 dashboard 	ISBE, IDHS
	<p>Work with agencies and external stakeholders to develop an interagency plan on how to utilize available State data and platforms to effectively support early childhood educators, program administrators, and community collaborations</p>	ISBE, IDHS
Critical Research Topics	<p>Priority research questions included in the Early Learning Council Research Agenda– being refreshed 2018</p> <p>The early childhood Return On Investment (ROI) research project funded through the Illinois Data FIRST grant. It focuses on 1) the impact of funding choices made at the federal, state, and local level on program quality, stability, and student performance on the KIDS assessment; and 2) the various cost savings resulting from publicly funded early learning programs in terms of later educational human service investments.</p> <p>A study validating the Preschool Development Grant – Expansion Grant, which the U.S. Department of Education awarded to Illinois to enhance its infrastructure to provide high-quality preschool programs and to expand high need communities' capacity for high-quality full day preschool programs for four year olds.</p>	



HIGH SCHOOL TO & THROUGH COLLEGE

Children's Cabinet Priority Project	<p>Continuity: Workforce Readiness Through Apprenticeship</p> <ul style="list-style-type: none"> - Enable linkage of secondary and postsecondary outcomes to investigate longitudinal impact of participation in apprenticeship programs 	ISBE, ICCB, IBHE, ISAC, IDES, DCEO
	<p>Current: Transitional Math and High School Equivalency</p> <ul style="list-style-type: none"> - Consider ways in which linked data can inform planned evaluation processes as well as an analysis of 1st quarter high school equivalency and/or transitional math data 	ICCB, ISBE
Other ILDS Priority Projects	<p>Illinois Report Card Enhancements:</p> <ul style="list-style-type: none"> - Enhance the Report Card with new data and/or metrics that address new Every Student Succeeds Act (ESSA) requirements - Collect in IHEIS information on remediation and dual-credit courses at the student-unit level with associated course specific outcomes (grades), and integrate this information with ICCB and ISBE data reported through the Report Card - Develop plan to publicize and increase the usage of high school to college success reports included in the Illinois Report Card and/or Illinois Postsecondary Profiles for local secondary and postsecondary education alignment - Investigate areas for alignment with the Illinois Postsecondary Profiles, including metrics and design 	

HIGH SCHOOL TO & THROUGH COLLEGE (continued)

Other ILDS Priority Projects (continued)	Illinois Postsecondary Profiles: - Launch versions 1.0 (summer 2018) and 2.0 (spring 2019) of the Profiles, an online resource sharing information and data on 2- and 4-year postsecondary institutions in Illinois - Continue development of metric categories and/or individual metrics that describe the high school-to-college transition, and investigate alignment of said metrics and the greater site with the Illinois Report Card	IBHE, ICCB, IDES
	To&Through Pilot: Complete the first phase of a pilot project with the Urban Education Institute at the University of Chicago to: (i) determine the feasibility of using ILDS data for future reports; (ii) establish appropriate To&Through indices and reports for 2-year institutions and consider feasibility of expansion to include 4-year institutions in future reports; (iii) determine the feasibility of state production of reports both within and outside of Chicago; (iv) explore utilization of cohort data for reports; and (v) explore the creation of new, pilot-informed metrics for inclusion on the Illinois Report Card and/or Illinois Postsecondary Profiles.	IBHE, ICCB
Critical Research Topics	<p>Analysis of outcomes associated with various developmental education avoidance strategies, including transitional courses, summer bridge programs, and co-requisite remediation</p> <p>Analysis of the impacts of various types of early college credit, including Advanced Placement and dual credit, on secondary, postsecondary, and employment outcomes</p> <p>Analysis of the relationship of college and career readiness components in ISBE's ESSA College and Career Readiness Indicator to postsecondary and employment outcomes</p> <p>UChicago Urban Labs-led analysis of education social, and career outcomes for Opportunity Youth and targeted populations within the State's WIOA plan, including a longitudinal analysis of the points at which youth become disconnected and their subsequent outcomes</p>	



COLLEGE TRANSFERS & GUIDED PATHWAYS

ILDS Priority Projects	Produce Community College to University Success Report —both institutional reports and for inclusion on the Illinois Postsecondary Profiles—for all public postsecondary institutions in Illinois and provide training on their use to universities and community colleges	ICCB, IBHE
Critical Research Topics	<p>Analysis of high-performing transfer partnerships—intentional, collaborative arrangements between pairs of higher education institutions within a state that demonstrate higher college completion outcomes for all transfer students and sub-groups of underserved students, particularly racial and ethnic minority and low-income students, than other institutional pairs—for improving education and employment outcomes of students transferring from community colleges to four-year universities</p> <p>Analysis of postsecondary enrollment and completion patterns for individuals participating in apprenticeship programs</p>	

III. ILDS Governing Board Plan and Budget Through FY 2019 (continued)

TABLE 7 (continued)

ILDS Priority Projects, Goals, and Research Topics



CAREER PATHWAYS & TALENT PIPELINE ANALYSIS

Children's Cabinet Priority Projects	<p>Continuity: Workforce Readiness Through Apprenticeship</p> <ul style="list-style-type: none"> - Enable linkage of secondary and postsecondary outcomes to investigate longitudinal impact of participation in apprenticeship programs - Support development of the Interagency Career Pathway Common Program Information System, which will serve as an intake for common program information from DCEO, ICCB, and IBHE as well as privately funded programs <p>Continuity: Early Childhood Workforce Development</p> <ul style="list-style-type: none"> - Support development of an Early Childhood Workforce career pathway - Analyze initial pathway participation and other available data 	ISBE, ICCB, IBHE, ISAC, IDES, DCEO
Other ILDS Priority Projects	<p>Launch and continue development of both prongs of the career outcomes work: the College-to-Career Decision Dashboard mobile app and the institutional microdata research portal</p>	IDES, ICCB, IBHE, ISAC, DCEO
	<p>Develop targeted analyses of workforce outcomes via the institutional microdata research portal</p>	ICCB, IBHE, IDES
	<p>Analyze the career flows of high school graduates to determine the programs and occupational patterns that lead to the highest levels of social mobility</p>	IDES
	<p>WIOA Performance: Address data collection needs for measuring Workforce Innovation and Opportunity Act (WIOA) performance, including employer engagement outcomes, career-based outcomes for program completers, and program effectiveness in serving</p>	ICCB, IBHE, IDES, DCEO
	<p>Career Pathways and Talent Pipeline Reporting:</p> <ul style="list-style-type: none"> - Complete Phase II of the Health Science Pathways analysis by NIU - Draw on data from the Health Science Pathways project and the career outcomes work to establish a consistent, repeatable sector- and regionally-based approach for career pathways and talent pipeline reporting for in-school youth, out-of-school youth, and adult learners 	ISBE, ICCB, IDES, DCEO
	<p>Expand analysis of Gateway credential holders' postsecondary enrollment and completion patterns to include additional licensure data and career outcomes</p>	IBHE, ICCB, IDHS, ISBE, IDES
Critical Research Topics	<p>Analysis of the types of credentials and degrees that most effectively meet state and regional workforce needs</p> <p>Analysis of the differential effect of various credentials, including both industry-based certifications and degrees, on employment outcomes</p> <p>Analysis of how student participation in college and career pathways and/or apprenticeships impacts secondary, postsecondary, and employment outcomes</p> <p>Analysis of youth unemployment and its impacts on various sub-populations consistent with Great Cities research</p> <p>Stakeholder engagement and data analysis to identify priority career pathways</p> <p>Analysis of the impact of work-based learning experiences on:</p> <ul style="list-style-type: none"> (i) students' awareness of career opportunities; (ii) foundational employability skills like work-ethic and communication; (iii) technical skills within a particular sector; and (iv) other education and employment outcomes. 	



60% BY 2025

ILDS Priority Projects	Continue to integrate data on attainment of industry credentials with data on postsecondary credential completion	ICCB, IBHE, DCEO
	Continue to enhance community dashboards with key education and workforce metrics to support local progress monitoring toward the 60% by 2025 goal	All data is being drawn from other projects for this dashboard
	Define a social utility component of the credential definition and consider the inclusion of Gateways credentials in the 60% by 2025 calculation	ICCB, IBHE, IDES, IDHS
	Operationalize high quality credential definition, including a possible social utility component, and develop mechanisms for collection of this data	ICCB, IBHE, IDES, IDHS
	Include on the Illinois Postsecondary Profiles indicators of statewide and institution-specific progress towards 60% by 2025, and disaggregate the indicators by student demography and/or subgroup	ICCB, IBHE
Critical Research Topic	Analysis of level of degree and credential attainment needed in various regions to meet workforce needs in 2025 and beyond	

III. ILDS Governing Board Plan and Budget Through FY 2019 (continued)

C. Promoting Access and Use by External Partners

In FY 2019, the ILDS Governing Board will undertake the following activities to promote data access and use by external research and evaluation organizations:

- Create an ILDS User Guide providing background information on the ILDS and outlining the processes and protocols—both interagency and agency-specific—for requesting those data
- Publish agency-specific data dictionaries or similar documents describing the specific data sources and elements available for linkage via the ILDS
- Explore the establishment of de-identified datasets that can be accessed through a streamlined process, though one still involving a data sharing agreement and security and process controls questionnaire

Access to specific ILDS agency[s] data will still require consent from the ILDS agency[s] via its separate processes and protocols, although the goal will be to align and coordinate these to the extent feasible.

D. Enhancing the CDD Administrator's Services

The CDDA's services through FY 2019 will focus on regular updates, ongoing maintenance, and system enhancements. Each of the ILDS Agencies will continue to provide data to the CDDA in accordance with the agreed-upon annual or biannual schedule. The CDDA will then de-duplicate and standardize the data, link it to data from other agencies, and assign the CDDA-ID. System maintenance and administrative activities will include monitoring data transactions, reporting through the CDDA Dashboard, and hardware and software evaluation and upgrades as needed. In addition, the CDDA will continue to provide support to the ILDS Agencies to use the CDDA-ID for interagency data merges, including training and user guides for agency staff. Utilization of the IDs allows the agencies to limit matching based on either sensitive personally identifiable information or

confidential employer-level information, thereby enhancing the protection of these sensitive data.

During FY 2018, the CDDA added Educator Licensure Information System (ELIS) demographic data from ISBE. Linkage of these data will support description and analysis of the early childhood workforce and teacher preparation systems—a continuation of the Early Childhood Workforce Development project of the Children's Cabinet.

During FY 2019, the CDDA expects to add the following datasets to the MCI system, contingent upon the availability of budgetary resources for the additions:

- From ICCB, Adult Education and non-credit datasets. The inclusion of these data will support analysis of a broader array of education and training programs than is currently feasible with ICCB's for-credit data sets. Of particular research interest are the capture of non-diploma holders engaging the ICCB system and the enhanced tracking of these individuals throughout the lifelong-learning process.
- From the Illinois Head Start Association and the University of Illinois Urbana-Champaign, through IDHS, Early Head Start and Head Start child demographic data. The inclusion of these data will support establishment of a comprehensive distinct count of children served by publicly funded early childhood services as well as facilitate the continued pursuit of research questions included in the Early Learning Council Research Agenda.

E. Supporting the P-20 Council's Education and Workforce Data Task Force

Launching in fall 2018, the P-20 Council's Education and Workforce Data Task Force will study the overall ecosystem of education data use in Illinois. ILDS leadership will participate actively in this effort, with goals of supporting improved data use on Illinois education policy and helping the ILDS' continuous improvement processes reflect the needs of its key stakeholders.

F. FY 2019 Budget

The expenses of ILDS implementation include shared costs for the overall ILDS effort that are not specific to any one agency, and the expenses of intra-agency enhancements and the development of end-user reports that, in the past, have typically either been:

- undertaken by agency staff,
- funded through agency operating budgets, or
- funded through federal grant sources (such as

the SLDS, WDQI, and Race to the Top Early Learning Challenge grants).

Table 8 shows the FY 2019 budget for the shared costs of the ILDS, which include administration and maintenance of the CDDA. The Governing Board is currently discussing the adoption and implementation of a cost-sharing model wherein the participating agencies would be responsible

TABLE 8

FY 2019 Budget CDD Administrator

Budget from July 1, 2018 through June 30, 2019

- Staffing support, equipment, software renewal and updates, upgrades, maintenance, data exchange & record linkage, and training. \$ 250,000

Philanthropic resources support the staffing of the Governing Board



IV. Conclusion

The ILDS Agencies have made substantial progress to establish the ILDS governance system, strengthen the CDDA, and proceed on priorities for end-user services. To achieve the State’s objectives for a useful and robust longitudinal data system that supports analysis and understanding of lifelong education and workforce policies and programs, the agencies will remain aggressive with our collective

work and continue to track progress against the objectives described in this document.

Ultimately, ILDS governance is a continuous process of improvement. The ILDS Agencies have established an aggressive set of FY 2019 priorities, which they hope will receive broad support and establish a clear direction for future activities.

Appendix: Benchmarking Against the P-20 ILDS Act

The P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (“P-20 ILDS Act”) establishes a number of requirements and expectations for ISBE, ICCB, and IBHE in order to develop a robust state longitudinal education data system. This Section of the Report & Plan identifies the key requirements and expectations of the P-20 ILDS Act and summarizes the status of the agencies’ efforts against those requirements and expectations. The 2017 status is also included for comparative purposes.

Most of the P-20 ILDS Act requirements and expectations are “subject to the availability of funding through appropriations made specifically for the purposes of” the Act.

While ISBE has received appropriations to expend its federal IES grant awards, only limited State appropriations have been made to the agencies for longitudinal data system-related purposes.

Many of the expectations of the P-20 ILDS Act cannot simply be categorized as “complete” or “incomplete”, and instead should be viewed as objectives for a continuous improvement process. By annually benchmarking progress against these requirements and expectations, the ILDS Agencies can determine the extent to which the General Assembly’s priorities for a longitudinal education data system are being fulfilled.

TABLE 9
Benchmarking Against the P-20 ILDS Act

Agreement(s) to Link P-20 Education Records (105 ILCS 13/15(a))

ACT REQUIREMENT/EXPECTATION	2017 REPORT STATUS	CURRENT STATUS
ISBE, ICCB, and IBHE shall jointly establish and maintain a longitudinal data system by entering into one or more agreements that link early learning, elementary, and secondary school student unit records with institution of higher learning student unit records.	In 2009, ISBE, ICCB, and IBHE entered into an intergovernmental agreement to link student unit records for the purpose of producing the High School to College Success Report. This agreement also allowed ISBE’s Unique Student ID to be shared with ICCB and IBHE, and established a framework for other data sharing arrangements. The ILDS Intergovernmental Agreement, effective as of June 30, 2013, also addresses the requirements of this Section of the Act.	IBHE continues to build out its collection of student-level data from individual institutions, including student enrollments from additional years. The agency has also now integrated the CDDA-ID into its internal data systems.

ISBE Data Warehouse and System Elements (105 ILCS 13/15(c))

ACT REQUIREMENT/EXPECTATION	2017 REPORT STATUS	CURRENT STATUS
On or before June 30, 2013, subject to the availability of funding through appropriations made specifically for the purposes of this Act, ISBE must establish a data warehouse that integrates data from multiple student unit record systems and supports the uses and functions of the longitudinal data system as specified in the Act.	ISBE continues to expand and improve its internal data warehouse systems.	Same as 2017
ISBE’s data warehouse and data systems must include ten specific elements (which are derived from the Data Quality Campaign’s “10 Essential Elements), including the ability to match student records from year to year to measure growth, the ability to match teachers and administrators with students, student level transcript information from middle and high schools, and the ability to match ISBE’s records with institution of higher learning systems.	ISBE’s data systems fully address all ten required elements of the Act.	Same as 2017

Uses and Functions of the Longitudinal Data System (105 ILCS 13/15(b))

ACT REQUIREMENT/EXPECTATION	2017 REPORT STATUS	CURRENT STATUS
<p>On or before June 30, 2013, subject to the availability of funding through appropriations made specifically for the purposes of this Act, ISBE, ICCB, and IBHE are required to improve and expand the longitudinal data system to enable them to perform or cause to be performed thirteen specific uses and functions. Each of these is listed below with an assessment of status.</p> <p>(1) Reduce, to the maximum extent possible, the data collection burden on school districts and institutions of higher learning by using data submitted to the system for multiple reporting and analysis functions.</p>	<p>In an effort to reduce the reporting burden on the Illinois Community College System, ICCB completed a policy/ environmental scan of data elements and submissions within its Management Information System. The agency eliminated redundant data collection elements beginning in FY 2017 for more efficient Illinois Community College System reporting processes.</p>	<p>Same as 2017</p>
<p>(2) Provide authorized officials of early learning programs, schools, school districts, and institutions of higher learning with access to their own student-level data, summary reports, and data that can be integrated with additional data maintained outside of the system to inform education decision-making.</p>	<p>IBHE, ICCB, and ISBE continue to develop their respective data dissemination products and/or systems.</p> <p>IBHE is working to strengthen relationships with all institutions through its Data Advisory Council. It is also providing technical training and improving communication regarding its plans for data usage, the data collection schedule, and benefits to the schools.</p> <p>ISBE is piloting Ed360 in seven districts, with some one hundred more to be added soon.</p>	<p>IBHE, ICCB, and ISBE continue to develop their respective data dissemination products and/or systems.</p> <p>In addition to their intra-agency efforts, IBHE and ICCB are working with IDES to launch an institutional research portal, as well as a student/parent-geared mobile app, that contains microdata linking individuals' postsecondary outcomes with employment outcomes.</p> <p>ISBE launched Ed360 statewide for School Year 2017-18.</p>
<p>(3) Link data to instructional management tools that support instruction and assist collaboration among teachers and post-secondary instructors.</p>	<p>Progress continues with school districts on the launch of the ISLE educator dashboard. Through the Illinois Data FIRST grant, components of the ISLE educator dashboard will be integrated into the instructional support dashboard suite available to all school districts.</p>	<p>ISBE has integrated components of the ISLE educator dashboard into Ed360.</p>
<p>(4) Provide data reporting, analysis, and planning tools that assist with financial oversight, human resource management, and other education support functions.</p>	<p>ISBE continues to expand and enhance its data warehouse's inclusion of fiscal data.</p>	<p>Same as 2017</p>
<p>(5) Improve student access to educational opportunities by linking data to student college and career planning portals, facilitating the submission of electronic transcripts and scholarship and financial aid applications, and enabling the transfer of student records to officials of a school or institution of higher learning where a student enrolls or seeks or intends to enroll.</p>	<p>ISAC continues to enhance the student portal system.</p> <p>ICCB launched a new website with a dedicated student section that contains state and national resources related to college and career planning and college cost.</p>	<p>Same as 2017</p>
<p>(6) Establish a public internet web interface that provides non-confidential data reports and permits queries so that parents, the media, and other members of the public can more easily access information pertaining to statewide, district, and school performance.</p>	<p>The Illinois Report Card addresses this expectation. ISBE's data warehouse enables it to provide more advanced reporting features through a reports portal that will build from the current Illinois Report Card site. ICCB delivers a substantial amount of reports to the community college system on the ICCB website and also provides access-controlled web portals that house institutional performance indicators and metrics. In addition, the WDQI project has established consumer information recommendations for workforce programs that will be aligned with education reports.</p>	<p>Same as 2017</p>

Appendix: Benchmarking Against the P-20 ILDS Act (continued)

TABLE 9 (continued)

Benchmarking Against the P-20 ILDS Act

Uses and Functions of the Longitudinal Data System (105 ILCS 13/15(b)) (continued)

ACT REQUIREMENT/EXPECTATION	2017 REPORT STATUS	CURRENT STATUS
(7) Establish a public internet web interface that provides non-confidential data reports and permits queries so that parents, the media, and other members of the public can more easily access information pertaining to statewide, district, and school performance.	Through linkage of data between ISBE and ICCB, data on the number of students taking early college coursework in grades 10, 11, and 12 is now available on the Illinois School Report Card.	Same as 2017
(8) Provide research and reports to the General Assembly that assist with evaluating the effectiveness of specific programs and that enable legislators to analyze educational performance within their legislative districts.	The 60 by 25 Network Cradle-to-Career Dashboard continues to develop.	Same as 2017
(9) Allow the State Education Authorities to efficiently meet federal and State reporting requirements by drawing data for required reports from multiple State systems.	ISBE's data warehouse contract includes automation of the agency's reports to the U.S. Department of Education's Education Data Exchange Network (EDEN) system by allowing the capture of data across multiple systems. ICCB's systems facilitate the submission of data for Integrated Post-Secondary Education Data System (IPEDS) and other federal programs such as Perkins and WIA/WIOA Adult Education. IBHE uses its recent institutional data collections for IPEDS purposes.	Same as 2017
(10) Establish a system to evaluate teacher and administrator preparation programs using student academic growth as one component of evaluation.	The Partnership for Educator Preparation (PEP), a steering committee consisting of a diverse team of stakeholders representing the state, will provide input and guidance in the design and content of ISBE's revised accountability and program improvement system for teacher preparation. The goal of this new system is to ensure that all novice teachers in Illinois are ready to support student learning upon entering the classroom, and that data is used as a tool for continuous improvement to strengthen teacher preparation statewide.	Same as 2017
(11) In accordance with a data sharing agreement entered into between the State Education Authorities and the Illinois Student Assistance Commission, establish procedures and systems to evaluate the relationship between need-based financial aid and student enrollment and success in institutions of higher learning.	ISAC and ICCB have collaborated to establish data system linkage processes to measure MAP recipient progress and performance in higher education to meet House Resolution 296.	Same as 2017
(12) In accordance with data sharing agreements entered into between the State Education Authorities and health and human service agencies, establish procedures and systems to evaluate the relationship between education and other student and family support systems.	The Early Childhood public reports and analytical tools discussed in Section III.A.3 of this Plan and Report will address this use area.	Same as 2017
(13) In accordance with data sharing agreements entered into between the State Education Authorities and employment and workforce development agencies, establish procedures and systems to evaluate the relationship between education programs and outcomes and employment fields, employment locations, and employment outcomes.	ICCB is renewing and establishing data sharing agreements with IDES related to the CTE Earnings and Employment web portal, the Health Science Career Pathways Analysis initiative, Talent Pipeline Management Data Analysis of the Vermillion Advantage project, National Certification Consortium, and as part of federal accountability reporting for Perkins and WIOA.	ICCB and IBHE established data sharing agreements with IDES as part of the Career Outcomes partnership. ICCB renewed its data sharing agreement as part of federal accountability reporting for Perkins and WIOA. ILDS agencies participating in the Health Science Career Pathways Analysis investigated an agreement for utilizing employment data.

External Evaluation (105 ILCS 13/40)

ACT REQUIREMENT/EXPECTATION	2016 REPORT STATUS	CURRENT STATUS
Subject to the availability of funding through appropriations made specifically for the purposes of this Act, ISBE, ICCB, and IBHE are directed to contract with an independent outside evaluator to develop a report that includes, without limitation, (i) an evaluation of the extent to which the system is being developed and operated to achieve the purposes, objectives, and requirements of the Act, (ii) an evaluation of the oversight and governance of the system by the agencies and any recommendations to improve oversight and governance, and (iii) an evaluation of the security measures and procedures developed by the agencies to protect personally identifiable information.	This evaluation and report has never been funded or carried out.	Same as 2017

