ILDS

Illinois Longitudinal Data System

2017

Annual Report & Plan

Approved by the Illinois Longitudinal Data System Governing Board Agencies on July 18th, 2017

Table of Contents

I. Introduction & Background

This Illinois Longitudinal Data System ("ILDS") Annual Report & Plan is the fourth 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 for participating agencies). As shown in Table 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 (i) a Governing Board with senior leadership from each of the ILDS Agencies and chaired by an appointee of the Governor, and (ii) five separate committees, as shown in Diagram 1.

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 document constitutes the report required by Section IV.A of the ILDS Intergovernmental Agreement. This Report and Plan is based on 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 Youth. It has been reviewed and commented upon by ILDS Agency staff, and adopted by the Governing Board.

This Annual Report & Plan initially describes the primary ILDS governance activities during the 16-17 state fiscal year. Then, this Report & Plan describes the priorities for ILDS governance activities through 2017-18 that have been adopted by the Governing Board. Finally, this document 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 Annual Report & Plan to provide a roadmap for ILDS activities through fiscal year 2018, 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 & 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 safeguards, ensuring that data are maintained and merged only on hardware that is not connected to a network, the data are not duplicated, data sharing must be strictly 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.

Table 1

State of Illinois Agencies Participating in the ILDS Intergovernmental Agreement ("ILDS Agencies")
i. Illinois Board of Higher Education (IBHE)
ii. Illinois Community College Board (ICCB)
iii. Illinois Department of Commerce and Economic Opportunity (DCEO)
iv. Illinois Department of Employment Security (IDES)
v. Illinois Department of Human Services (IDHS)
vi. Illinois State Board of Education (ISBE)
vii. Illinois Student Assistance Commission (ISAC)

Additional Party: Office of the Governor

Table 2

Focus for ILDS Governance ("ILDS Functions")
i. Ensure robust protections for individual privacy and compliance with all pertinent state and federal laws
ii. 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
iii. Effectively and efficiently address audit, evaluation, and research needs that require data inputs from multiple ILDS Agencies
iv. Support and advance sound, research-based decision-making within the ILDS Agencies and for all State education and workforce policymakers
v. Effectively address common issues across ILDS Agencies such as data access, use, and security
vi. Establish the expectation that ILDS Agencies share data in accordance with established procedures and protocols, subject to applicable legal restrictions
vii. Develop a common process across the ILDS Agencies to plan and budget for ILDS implementation, improvement, and maintenance
viii. 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 have made substantial progress on activities that relate to the ILDS Functions in the 16-17 fiscal year. As detailed in this Section, this progress includes:

- A number of intra-agency enhancements that support the broader ILDS effort;
- The continued expansion of the Centralized Demographic Dataset Administrator and Master Client Index; and
- Significant work and accomplishments in the end-user service priorities established by the Governing Board.

The first three Annual Reports & Plans adopted by the Governing Board included a proposed ILDS technical architecture and set of end-user priorities that has guided ILDS-related activities since the adoption of the first plan in April 2014. As detailed in these plans, the ILDS technical architecture consists of these three "layers":

1. Centralized Demographic Dataset (CDD) Administrator Services: The CDD Administrator 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 enable them to more effectively engage in interagency data sharing.
3. End-User 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.

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

1. **Early Childhood:** Merging early childhood data maintained by DHS and ISBE to better understand the characteristics and outcomes of children receiving early childhood services.
2. **High School to College Success:** Reporting and analyzing college enrollment and performance information for Illinois public high school graduates.
3. **Community College Feedback:** Providing information on the outcomes of community college graduates who transfer to Illinois public universities.
4. **Career Pathways and 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.

Diagram 1

Diagram 1 depicts the technical architecture and set of end-user services included in the prior plans.
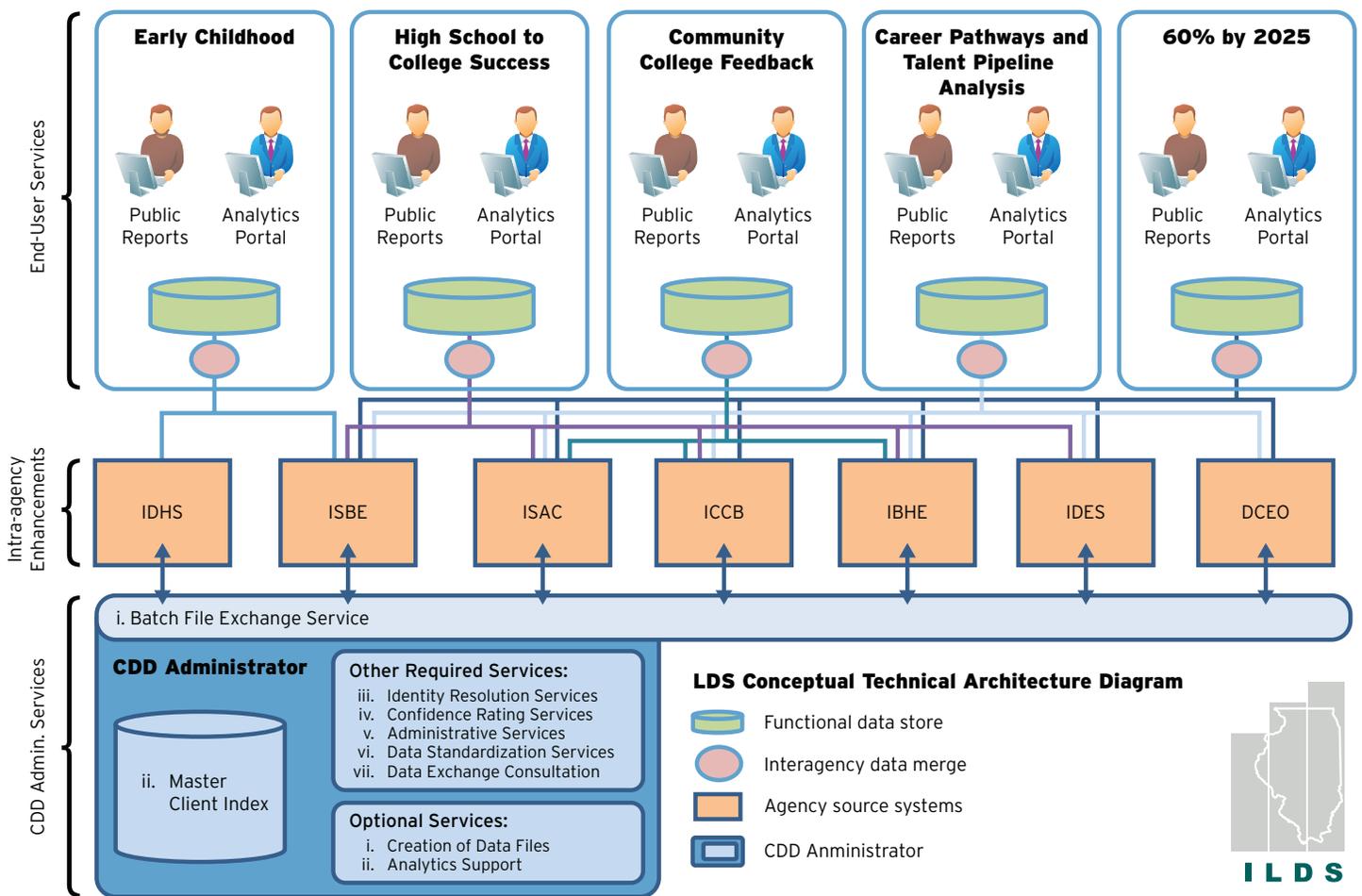
A. Intra-Agency Enhancements

Over the past 18 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. The improvements made by each agency are described in Table 3.

TABLE 3: Intra-agency System Enhancements by the ILDS Agencies

Agency	Intra-Agency Enhancements Over Prior 18 Months
Illinois Board of Higher Education (IBHE)	IBHE's Higher Education Information System (IHEIS) established in 2015 through a partnership with ISAC, allowed IBHE to complete data collection from 115 Illinois public postsecondary institutions for the 13-15 Academic years. IBHE established a Data Advisory Committee and will continue to strengthen relationships with all institutions including communication on data usage, the data collection schedule, and benefits to the institutions.
Illinois Community College Board (ICCB)	ICCB substantially streamlined data collection procedures in 2017. With guidance from the ICCB MIS, Research and Longitudinal Data Advisory Committee, ICCB increased agency focus on reducing reporting burden and data collection redundancy with emphasis on data elements needed for compliance and accountability purposes while also having the ability to answer critical policy questions, inform continuous improvement, and ultimately, to support students on pathways to success. ICCB eliminated 25 percent of its MIS data submissions. Additionally, for the remaining required MIS data submissions ICCB eliminated approximately 10 percent of the data elements.
	ICCB successfully integrated new Business Intelligence software (SAS EG) into its research division in 2017. The Business Intelligence software has resulted in ICCB being more timely and efficient in 1) generating data for state and federal accountability purposes, 2) meeting stakeholder requests, and 3) partnering on more innovative agency and ILDS data projects to promote continuous improvement locally and at the state level.
Illinois Department of Commerce and Economic Opportunity (DCEO)	DCEO is building out a state dashboard report in alignment with the Workforce Innovation and Opportunity Act's Participant Individual Record Layout (WIOA PIRL).
Illinois Department of Employment Security (IDES)	Through the Workforce Innovation Fund (WIF) grant, IDES is supporting the work of other ILDS agencies in incorporating economic mobility and employment outcomes into the Career Outcomes Tool.
	The 2016 Report & Plan described IDES' development and testing of new, advanced workforce outcome metrics, including the mapping of job-to-job flows and measures based on an individual's primary, or "career" job. The testing of these metrics is ongoing.
Illinois Department of Human Services (IDHS)	IDHS has revamped its internal data sharing and security process controls processes. In addition, IDHS continues to provide data to support the early childhood matching process described in Section III.B.1 of this Report and Plan.
Illinois State Board of Education (ISBE)	As described in the 2016 plan, ISBE continues to build out its data warehouse for elementary and secondary education integrated data. It is currently piloting its integrated data system, called Ed360, in seven districts, with nearly one hundred more districts soon to come. Ed360 utilizes Google Apps for Education and its single sign-on protocol, which will simplify district employee onboarding and connect student roster information to individual teachers.
	ISBE is pursuing numerous other data enhancements, including the testing of online formative assessment tools, a continued buildout of its Data Quality Dashboard, and a possible utilization of the SAS Education Value-Added Assessment System (SAS EVAAS for K-12).
Illinois Student Assistance Commission (ISAC)	ISAC continues to build out its internal and external data systems. Its Gift Assistance Program (GAP Access) now includes Illinois National Guard data and will expand to include other Veterans program data in 2017. Migrating smaller, more ad hoc systems into the GAP Access system supports ISAC's push towards constant system improvement and an improved user experience.
	ISAC is contributing its veteran data to the Career Outcomes Tool, a product it is piloting along with IBHE, ICCB, and IDES. The Tool ties in to the Governor's Children's Cabinet's Workforce Readiness through Career Pathways and Apprenticeships project.

B. Establishment of the CDD Administrator and Master Client Index

The signature achievement of the ILDS Governing Board over the prior three years is the establishment of the Centralized Demographic Dataset Administrator (CDDA) and the related Master Client Index (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 than the identifier for Susan Student in the ISBE K-12 system, and different still for Suzie Student in the employment records systems maintained by IDES, even though all of the information is for the same person. The CDDA provides technical review procedures and software to securely and confidentially create an ID tied to the same individual's records across different agency systems.

In the past year, the CDDA completed the second round of record matching for MCI. All ILDS agencies, with the exception of IDHS, were included in the second release of CDDA-IDs in April 2016. The second release was the first to include six of the seven participating agencies. In late June the CDDA surveyed participating agencies regarding use and submission schedules.

The results of the survey allowed the CDDA to put in place two data collection periods and set a schedule for future releases. The first synchronized data collection period occurred in October 2016, with data received from six of the seven agencies that brought the respective MCI records current for these agencies, for inclusion in the third CDDA-ID release. IDHS provided data for the first time, including the most current agency data, following completion of a data sharing agreement in early fall 2016. Due to the complexity of the IDHS data, multiple submissions were received corresponding to the multiple sources from which program data is stored.

The CDDA released the third set of CDDA-IDs to the agencies in Spring 2017. All current ILDS agencies, and their most current records, will be included in the MCI as of the fourth release of CDDA-IDs in Summer 2017.

Table 4: Defining and Establishing the Centralized Demographic Dataset Administrator (CDDA)

Date	Action Taken
February 2, 2014	Discussion on CDD Technical Architecture at ILDS technical team meeting
April 4, 2014	Draft RFP for CDD Administrator discussed with LDS Governing Board
June 16, 2014	RFP for CDD Administrator issued
July 30, 2014	Meeting of RFP review committee to discuss scoring rubric
July 31, 2014	Responses due; two responses received
August 2014	Review Committee analyzes responses and issues recommendation to Governing Board
August 25, 2014	Governing Board confirms Northern Illinois University, Center for Governmental Studies, to serve as the CDD Administrator
October 2014	State Board of Education authorizes multi-year contract with NIU to fund the CDDA
April 2015	ISBE and NIU execute agreement to perform the CDDA services
May – Dec 2015	NIU executes data sharing agreements with six of the seven ILDS agencies for the CDDA
July - Oct 2015	Four ILDS agencies (ISBE, ICCB, IBHE, DCEO) transfer demographic data to NIU; CDDA establishes the MCI for these agencies
Nov 2015 – Feb 2016	ISAC and IDES transfer demographic data to NIU; CDDA establishes the MCI for these agencies
December 2015	CDDA Dashboard launched; training on dashboard provided to ILDS agencies
April 2016	Second round of record matching for MCI, and subsequent second release of CDDA-IDs, includes data from all agencies but IDHS
June 2016	CDDA surveys agencies regarding data use and submission schedules; CDDA establishes two data collection periods and sets a schedule for future CDDA-ID releases
Aug. - Sept. 2016	IDHS transfers demographic data to NIU, with multiple submissions corresponding to multiple IDHS program sources; CDDA establishes the MCI for this agency
October 2016	NIU receives data from six of the seven agencies during the first synchronized data collection period
February 2017	Third release of CDDA-IDs, and the first to provide data to all seven agencies
April 2017	Second synchronized data collection period
July 2017	Fourth release of CDDA-IDs

Table 5: CDDA Data Source Summary

Agency	Initial Year of Data Availability	Records	Unique Individuals
ISBE	2008	19,484,178	3,891,866
ICCB	2009	5,466,533	2,542,776
DCEO	2008	153,528	150,369
IBHE	2012	391,608	348,028
ISAC	2013	1,772,288	949,171
IDES	2009	54,817,911	11,276,024
IDHS	2010	6,183,005	607,747
MCI		**88,269,051**	**15,020,405**

Source: Master Client Index (MCI) Overview, Centralized Demographic Administrator (CDDA) Dashboard

C. Progress on End-User Priorities

Since the 2016 report, the ILDS Agencies have performed significant work and achieved a number of accomplishments in the end-user service priorities established by the Governing Board. The 2016 Annual Report and Plan identified a "Quick Win Focus" for each of the end-user service priority areas, with a goal of accomplishing the quick wins by the end of 2016.

The following table identifies the 2016 Quick Win Focus for each priority area, and describes the progress actually achieved as of the date of this Report. The subsequent figures provide a sample of the agencies' progress towards two priority areas: "High School to College Success" and "Career Pathways and Talent Pipeline Analysis."

Table 6: Progress on End-User Priorities

Early Childhood	
Quick Win Focus in 2016 Report	**Progress to Date**
The ILDS Interagency Data Sharing and Use Agreement for the next phase of the early childhood matching project will be executed. The data matching process will begin in Spring 2017.	The early childhood matching project is entering Phase II. The CDDA team at NIU completed Phase I and disseminated its findings to relevant state agencies and the Illinois Early Learning Council's Data, Research, and Evaluation subcommittee. The ILDS Interagency Data Sharing and Use Agreement for Phase II is now executed, and the matching process is beginning.
Incorporate Head Start data into the early childhood matching project to obtain a more complete, distinct count of children ages 3-5 in publicly funded early childhood programs	Incorporating Head Start data into the early childhood matching project remains incomplete; however, preliminary discussions between CDDA and the Illinois Head Start Association have taken place, and the data incorporation process is expected to be completed in Fall 2017.
Expand the early childhood matching project to include birth to age 3 programs, including programs funded under IDEA Parts B and C and home visiting programs	The ILDS Interagency Data Sharing and Use Agreement for Phase II is executed.
Include reports resulting from the early childhood matching project on a publicly accessible Illinois Early Childhood Services Dashboard as a feature of the Illinois Early Childhood Asset Map (IECAM) website	The Illinois Early Childhood Services Dashboard will be built out per the findings of the next, ongoing phase of the early childhood matching project.

| High School to College Success	
Quick Win Focus in 2016 Report	**Progress to Date**
Provide individual-level information on high school to college success metrics to authorized district personnel through a secure ISBE-administered portal	In Fall 2016, ISBE launched a pilot of its new statewide dashboard for educators, Ed360, in seven districts. Offering a single sign-on protocol via Google Apps for Education, Ed360 will go live statewide for the 2017-18 school year. ISBE continues to build out reports describing the high school to college success metrics hosted on the dashboard. ICCB and ISBE appended its Data Protection Agreement in Winter 2016 to include remediation data on Ed360 moving forward.
Early college credit: Utilize ICCB, IBHE, and ISBE data to: (i) report AP & dual credit participation on the Illinois Report Card; (ii) validate ISBE's dual credit data collection from high schools; and (iii) identify dual credit participation in 4-year institutions	As of December 2016, AP & dual credit participation are now reported on the Illinois Report Card for every public high school and school district serving grades 9 through 12. Additional Illinois Dual Credit information from the community college lens is provided via ICCB's annual Dual Credit Report.
Provide reports on FAFSA completion available to high school administrators and counselors	Four-hundred-eighty high schools now subscribe to ISAC's automated FAFSA completion site, with the agency setting a long-term goal of 1,000 subscriptions. ISBE and ISAC continue to focus on incorporating this information into the Ed 360 platform.
To&Through: Undertake a pilot project with the Urban Education Institute at the University of Chicago to: (i) determine the feasibility of using ILDS data for future To&Through indices and reports; (ii) establish appropriate To&Through indices and reports for 2-year and 4-year institutions for 2-year and 4-year institutions; (iii) determine the feasibility of state production of reports both within and outside of Chicago; and (iv) explore utilization of cohort data for reports	The Urban Education Institute has utilized the Interagency Data Share and Use Agreement Form to request ISBE and ICCB data for future To&Through reports. The project will focus on a set of communities outside Chicago to test the viability of state data for reporting. Work is set to begin in Summer 2017.
Community College Feedback	
Quick Win Focus in 2016 Report	**Progress to Date**
Produce NIU and DePaul community college feedback reports as a pilot implementation	Data from NIU and its feeder community colleges was collected and is expected to be analyzed by Fall 2017. The resulting report will serve as a pilot to show the outcomes of community college graduates who transfer to Illinois public universities and will be expanded to all public universities later in the year.
Career Pathways and Talent Pipeline Analysis	
Quick Win Focus in 2016 Report	**Progress to Date**
Complete and publish the Health Science Career Pathways analysis involving ISBE, ICCB, and IDES	Phase I of the WDQI Health Science Career Pathways analysis, focused on secondary and postsecondary outcomes of students participating in health science career pathways programs, was completed and shared with the sponsoring agencies in June 2016. The data sharing agreement for Phase II of the WDQI Health Science Career Pathways analysis has been approved by all participating agencies. The NIU team expects to begin analysis in Summer 2017.
Using lessons learned from WIOA, the ICCB Workforce Education Strategic Plan Regional Forums, and Higher Education Commission on the Workforce data analysis projects, develop an ILDS agency plan for a sustainable, repeatable occupational supply and demand reporting process for all regions and public post-secondary institutions in Illinois	Development of an interagency supply and demand reporting plan is ongoing. A preliminary framework, developed by NIU, has been discussed among the agencies. Internal agency tools—notably, from DCEO—and tools utilized by other states are providing bases for design.

Develop a prototype "graduate economic profile" tool providing career outcome information for certain degree programs at post-secondary institutions	With partial grant support from U.S. Department of Labor, ILDS agencies IBHE, ICCB, IDES, and ISAC are collaborating on the Career Outcomes Tool, which will provide institution- and program-specific career outcome information. Currently not public facing, the Tool will track credential and career outcomes as well as subsequent higher education enrollment for graduates via education agency matching with National Student Clearinghouse data, track credential and career outcomes, and visualize the career arc. Pilot projects at the two-year (ICCB) and four-year (IBHE) institution levels are ongoing, with data on career outcomes (IDES) and for specific subgroups in waiting. Next steps for the Tool include drafting a business plan that clearly lays out a product scope, funding sources, and time-line.
Define a preliminary career pathways and talent pipeline research agenda	Priority research topics have been identified for each of the focus areas in Section III of this plan.

60% by 2025

Quick Win Focus in 2016 Report	Progress to Date
Launch initial version of community dashboards with key education and workforce metrics to support local progress monitoring toward the 60% by 2025 goal	The 60 by 25 Cradle to Career dashboard was launched in 2016 and, as of the publication of this plan, includes information on ten communities from around the state http://dashboard.il60by25.org/
Develop prototype reports for public university progress toward the 60% by 2025 goal	Developing prototype reports for public university progress remains a priority in Section III of this Report and Plan.

High School To College Success Progress:
Continued Promotion of Integrated Data Reporting

Ed360 Demo Dashboard:
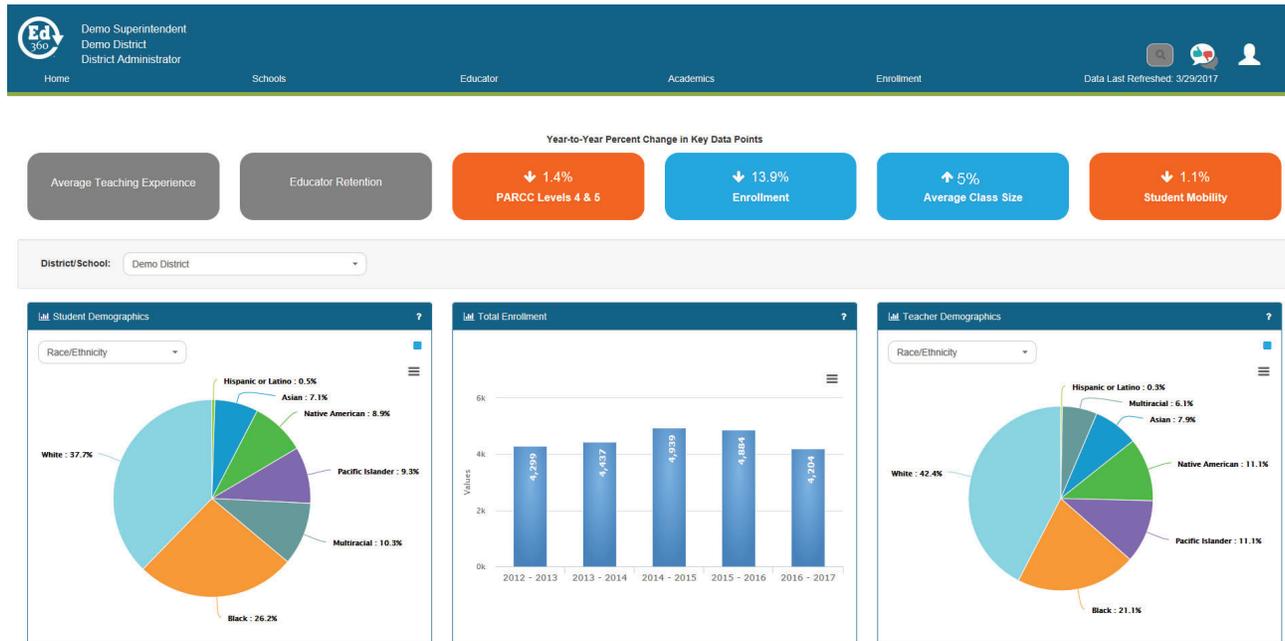
Early College Coursework from Illinois Report Card - Wheeling High School, School Year 2016:

WHEELING HIGH SCHOOL (9-12) - TOWNSHIP HSD 214

[View At-a-Glance PDF] [**Compare Schools**]

| | School Snapshot |
| **Academic Progress** |
| PARCC |
| DLM |
| Participation Rate |
| Achievement Gap |
| Performance Scatterplots |
| Freshman On Track |
| Early College Coursework |
| Graduation Rate |
| College Readiness |
| Post Secondary Enrollment |
| Post Secondary Remediation |
| **School Environment** |
| **Students** |
| **Teachers** |

Early College Coursework
High school coursework that may result in early college credit

← **Enrollment**   Advanced Placement   Career & Technical Ed →

	Grade 10	Grade 11	Grade 12	Demographics
Total Students Taking Early College Courses	198	247	308	
Advanced Placement				
Students Taking One or More AP Courses	117	166	153	+ Available
International Baccalaureate				
Students Taking One or More IB Courses	0	0	0	+ Available
Dual Credit				
Students Taking One or More DC Courses	121	112	269	+ Available

| Explanation of Display | Context | Resources |

This table shows the total number of students taking early college coursework in grades 10, 11, and 12 during 2015-2016. (Note: 9th grade data will be available for 2016- 2017) The table further divides these courses into Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit (DC). Students may be enrolled in more than one type of early college coursework, but students are only counted once in the overall enrollment total.

Information about demographic groups is available. Click + *Available* to view the information by demographics. Click - *Available* to hide the demographic information.

You can download this information by clicking the Excel icon in the upper right corner of the screen.

Career Pathways and Talent Pipeline Analysis:

Breakdown of Health Science graduates from Vermilion Advantage Talent Pipeline Management Project:
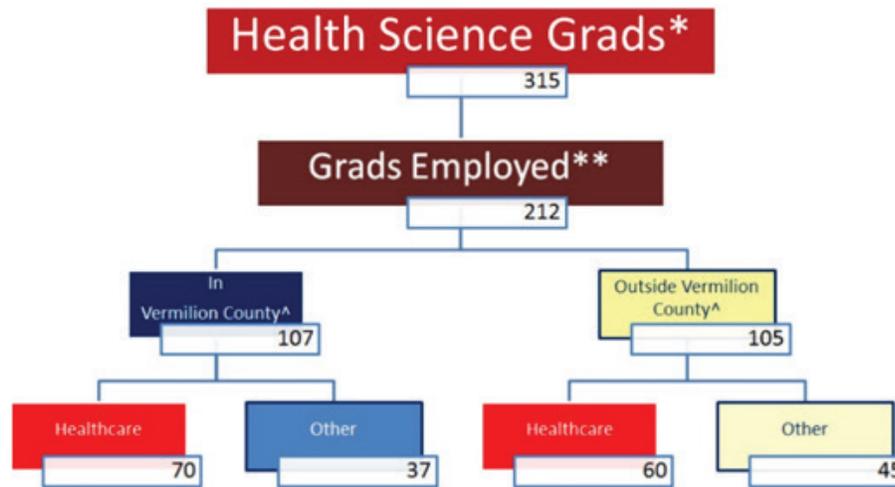
* *The 315 Health Science Graduates represent students without any subsequent post-secondary enrollment.*

** *212 of these graduates had a minimum of three quarters of consecutive employment with the same employer and were employed in the eighth quarter post-graduation.*

^ *The location of the employer's headquarters determined placement for "In Vermilion County" or "Outside Vermilion County" for Health Science graduate in this project.*

Career Outcomes Tool — Career Earnings Demo:
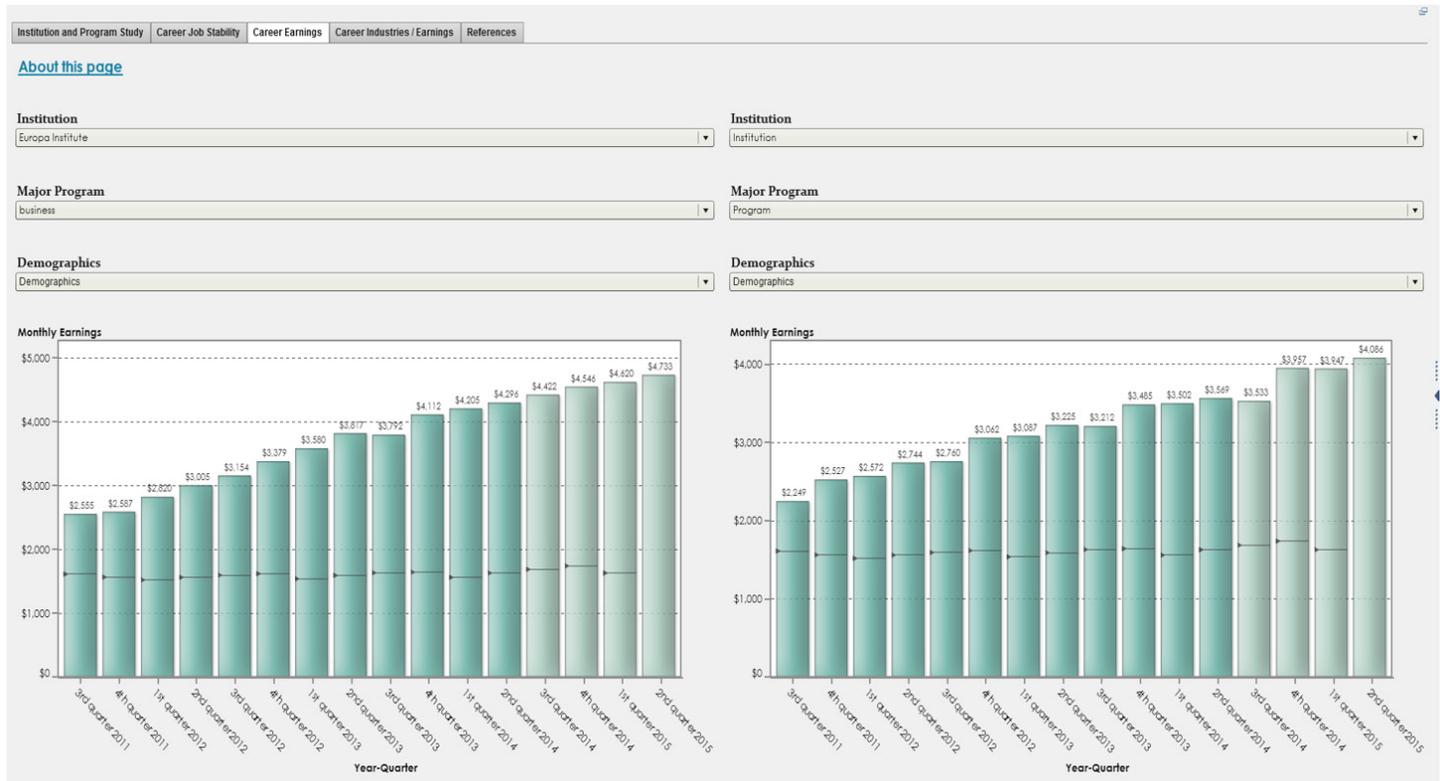
III. ILDS Governing Board Plan and Budget Through FY 2018

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 priority areas, with the identification of critical research topics within each priority area
C. Continued streamlining of processes for external partner utilization of ILDS data
D. Continued enhancement of the CDD Administrator's services

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 state-wide 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 three inaugural projects:

1. Decreasing the Childhood Lead Burden – to decrease childhood exposure to lead in Illinois and through increased lead prevention efforts, increased environmental assessment and lead mitigation efforts, and improved, coordinated, and targeted case management and child health services.
2. IL Workforce Readiness through Career Pathways and Apprenticeships — to ensure all Illinois young people reach adulthood having completed workforce readiness programs that prepare them for college and work, while equipping them with the information they need to choose the best career pathways for themselves.

3. Early Childhood Education Workforce Development – To promote and support a strong pipeline and alignment of career pathways for a diverse, well-qualified early childhood care and education workforce.

In each of these areas, State agencies are actively undertaking a series of projects and related data analyses. Two of the project areas – Workforce Readiness through Career Pathways and Apprenticeships and Early Childhood Education Workforce Development – align closely to the priority areas of the ILDS. Where applicable, the alignment between Children's Cabinet and ILDS data projects are shown in the table below.

B. Objectives for End-User Priorities

Through FY 2018, the ILDS Agencies will continue to focus on the following five end-user priority areas:

1. **Early Childhood**
2. **High School to College Success**
3. **Community College Feedback**
4. **Career Pathways and Talent Pipeline Analysis**
5. **60% by 2025**

For each of these areas, the following tables summarize:

- Where applicable, Children's Cabinet priority data projects that relate to the priority areas
- Other ILDS goals and priorities to complete during FY 18
- 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.

Table 7: Children's Cabinet Priorities, ILDS Priority Projects, and Critical Research Topics for FY 2018

Early Childhood		ILDS Agencies
Children's Cabinet Priority Projects	Collaborative data project with INCCRRA to inform the Children's Cabinet, higher education system, education and workforce agencies, and other stakeholders on how postsecondary early childhood programs and Gateways credentials intersect	ISBE, IDHS, ICCB, IBHE, IDES
Other ILDS Priority Projects	Incorporate Head Start data into the early childhood matching project to obtain a more complete, distinct count of children ages 3-5 in publicly funded early childhood programs	ISBE, IDHS
	Include reports resulting from the early childhood matching project: - 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
	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	ISBE, IDHS
Critical Research Topics	Priority research questions included within the Early Childhood Research Agenda	
	The early childhood return on investment research project in the Illinois Data FIRST grant, focusing on the identification and measurement of cost savings associated with Early Intervention services	
High School to College Success		**ILDS Agencies**
Children's Cabinet Priority Project	Define data collection and interagency data sharing needs for ISBE's College and Career Readiness Designation in the State ESSA Plan and for the Postsecondary and Workforce Readiness Act	ISBE, ICCB, IBHE, ISAC, IDES, DCEO

Other ILDS Priority Projects	Education 360 Platform Enhancements: - Utilize interagency planning to identify an appropriate range of high school to college success metrics - Provide individual-level information on identified high school to college success metrics, including remediation and early college credit, to authorized district personnel through the Education 360 platform - Make reports on FAFSA completion available to high school administrators and counselors through the Education 360 platform	ISBE, ICCB, IBHE, ISAC
	Illinois Report Card Enhancements: - Enhance IBHE's Higher Education Information System to collect information on remediation courses, gateway courses, and dual-credit courses at the student-unit level with course specific outcomes (grades) and also to collect data on teachers of dual credit courses; and to integrate this information with ICCB and ISBE data reported through the Illinois Report Card - Expand high school to college success reporting through the Illinois Report Card to include other metrics identified by the ILDS Agencies, such as advancement in class status - Develop a plan to publicize and increase the usage of high school to college success reports included within the Illinois Report Card for local secondary and postsecondary education alignment	ISBE, ICCB, IBHE
	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 To&Through reports; (ii) establish appropriate To&Through indices and reports for 2-year and 4-year institutions; (iii) determine the feasibility of state production of reports both within and outside of Chicago; and (iv) explore utilization of cohort data for reports.	ISBE, ICCB, IBHE
Critical Research Topics	The Transitional Math return on investment research project in the Illinois Data FIRST grant, focused on the identification and measurement of cost savings associated with mathematics coursework and instructional strategies delivered to students during the senior year of high school to avoid remediation in postsecondary education	
	Analysis of outcomes associated with various developmental education avoidance strategies, including transitional courses, summer bridge programs, and co-requisite remediation	
	Analysis of the impacts of various types of early college credit, including Advanced Placement and dual credit, on secondary, postsecondary, and employment outcomes	
	Analysis of the relationship of college and career readiness indicators in ISBE's College and Career Readiness Designation to postsecondary and employment outcomes	

Community College Feedback		ILDS Agencies
ILDS Priority Projects	Produce NIU and DePaul community college feedback reports as a pilot implementation	ICCB, IBHE
	Produce feedback reports for all Illinois public universities, and provide training on their use to universities and community colleges (1Q 2018)	ICCB, IBHE
	Engage IDES regarding potentially analyzing employment data as part of feedback reports	ICCB, IBHE, IDES
Critical Research Topics	Analysis of methods for improving education and employment outcomes of students transferring from community colleges to four-year universities	

Career Pathways & Talent Pipeline Analysis		ILDS Agencies
Children's Cabinet Priority Projects	Analysis of employment outcomes for apprenticeship-type programs, including private business & vocational schools and industry certification training providers	IDES, ICCB
	Document the data needed and develop and implement plans to capture outcomes on a wider range of apprenticeship-type programs, including trade apprenticeships, employer-based programs, and proprietary schools	ISBE, ICCB, IBHE, DCEO, IDES
Other ILDS Priority Projects	Career Pathways and Talent Pipeline Reporting: - Complete Phase II of the WDQI Health Science Career Pathways analysis by NIU, to include employment outcomes - Using the results of the WDQI Phase II project and other talent pipeline reporting projects, 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, IBHE, DCEO, IDES
	Supply and Demand Reporting: - Establish an ILDS interagency plan for a sustainable, repeatable occupational supply and demand reporting process for all regions and public post-secondary institutions in Illinois - Develop supply and demand dashboard reports for both Illinois WorkNet and the 60 by 25 Network Dashboard	ISBE, ICCB, IBHE, ISAC, DCEO, IDES
	Career Outcomes Tool: - Pilot the career outcomes tool (which provides career outcome information for certain degree programs at post-secondary institutions) with community colleges, four-year universities, and private business and vocational schools - Identify continued enrollment, stackable credentials, and employment outcomes for programs to be reported through the tool - Establish an interagency business plan for long-term administration and implementation of the tool	ICCB, IBHE, ISAC, DCEO, IDES
	WIOA Performance: Address data collection needs for measuring Workforce Innovation and Opportunity Act (WIOA) performance, including employer engagement outcomes and career-based outcomes for program completers	ICCB, IBHE, IDES, DCEO, IDHS

Critical Research Topics	Analysis of the types of credentials and degrees that most effectively meet state and regional workforce needs
	Analysis of the differential effect of various credentials, including both industry-based certifications and degrees, on employment outcomes
	Analysis of how student participation in college and career pathways impacts secondary, postsecondary, and employment outcomes
	Analysis of the impact of work-based learning experiences on: (i) students' awareness of career opportunities; (ii) foundational employability skills like work-ethic and communication (iii) technical skills within a particular sector (iv) other education and employment outcomes

60% by 2025		ILDS Agencies
ILDS Priority Projects	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 high quality credentials, or certifications with labor market value, that will be included in the 60% by 2025 calculations	ICCB, IBHE, IDES
	Use information from ICCB's participation in the National Certification Consortium to understand identify resolution mechanisms needed to incorporate industry certification completion data to count toward the 60% by 2025 goal (in addition to post-secondary credential information from ICCB and IBHE)	ICCB
Critical Research Topic	Analysis of level of degree and credential attainment needed in various regions to meet workforce needs in 2025 and beyond	

C. Streamlining Procedures for External Partners

Over the last two years, the ILDS agencies have made a concerted effort to support research and evaluation partnerships with external organizations. The ILDS agencies approved a common interagency data sharing agreement template in Fall 2016, and three external research partners (University of Chicago, NIU, and the Illinois Education Research Council) are in various stages of using this form for research projects. In addition, ILDS Governing Board representatives recently engaged with a number of research organizations to obtain input into strategies for improving partnerships with external partners for ILDS priorities.

In FY 2018, the ILDS agencies will undertake the following activities to streamline procedures and strengthen partnerships with external research and evaluation organizations:

- Work with the Department of Innovation and Technology (DoIT) to create a common interagency data sharing agreement form that includes non-ILDS agencies
- Work with DoIT to establish a common security and process controls questionnaire across all state agencies
- 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)
- More intentionally share information related to ILDS-related, agency-specific data sharing processes, including appropriate points of personnel contact, available data elements, information on cost reimbursement, and general timelines for data sharing requests and approvals

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

Following the establishment of the CDD in 2015, the CDD Administrator's services through FY 2018 will focus on regular updates, ongoing maintenance, and system enhancements. Each of the ILDS Agencies will continue to provide data to the CDD Administrator in accordance with the agreed-upon schedule. The CDD Administrator will then de-duplicate and standardize the data, link it to data from other agencies, and assign the Master Client Index ID (MCI). The CDD Administrator's 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 CDD Administrator will provide support to the ILDS Agencies to use the MCI for interagency data merges, including training and user guides for agency staff. The utilization of the MCI 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.

In addition, during FY 2018, the CDD Administrator could add the following datasets to the MCI system, contingent upon the availability of budgetary resources for the additions:

- From ICCB, its Adult Education dataset. 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 ISBE, Educator Licensure Information System (ELIS) demographic data. The inclusion of these data will support description and analysis of the early childhood workforce and teacher preparation systems, a priority project of the Children's Cabinet.

IV. FY 2018 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).

The FY 2018 budget for the shared costs of the ILDS is shown in Table 8, which includes the budget for the CDD Administrator and the Governing Board and Committee staffing.

TABLE 8: FY 2018 Budget CDD Administrator and Governing Board/Committee Staffing

FY 2018 Budget: CDD Administrator and Governing Board/Committee Staffing	
A. CDD Administrator	
Budget from July 1, 2017 through June 30, 2018	
• Staffing support, equipment, software renewal and updates, upgrades, maintenance, data exchange & record linkage, and training	$250,000
B. Governing Board/Committee Staffing	
FY 2018 Budget	
• Staffing support based on continuation of FY 2017 staffing levels*	
* Funded by philanthropy	$60,000

V. 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 2016 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	**2016 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.	Same as 2016

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

Act Requirement/Expectation	2015 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.	Phase II of the ISBE data warehouse has been completed.	ISBE continues to expand and improve its internal data warehouse systems.
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 2016

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

Act Requirement/Expectation	2016 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, 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. (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.	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. Redundant data collection elements and submission will be eliminated beginning in FY 2017 for more efficient Illinois Community College System reporting processes.	ICCB substantially streamlined data collection procedures and reduced reporting burden in 2017. ICCB eliminated 25 percent of its MIS data submissions. Additionally, ICCB eliminated approximately 10 percent of the data elements for the remaining required submissions.

(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.	The Illinois Report Card (illinoisreportcard.com) provides a wealth of information for every public school in the State, including academic progress, school environment, and student characteristic information. The ISBE reports portal, completed in 2016, provides additional reporting functionality. ICCB also provides extensive reports for community college constituents through its website. Both ISBE and ICCB allow authorized persons to export data submitted to the agencies' systems. IBHE is in the process of reviewing how data it collects can be provided back to institutions of higher learning.	IBHE, ICCB, and ISBE continue to develop their respective data dissemination products and/or systems.

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. |
| | In March, 2016, ICCB launched an enhanced Data and Research website that increases transparency and public accountability with different stakeholders. The new user-friendly website centralizes ICCB's substantial data products related to institutional efficiency, learning effectiveness, and college completion.

In addition, the ISBE website underwent a redesign in 2016. It includes a new statewide dashboard for educators, Ed360. | ISBE is piloting Ed360 in seven districts, with some one hundred more to be added soon. |
| (3) Link data to instructional management tools that support instruction and assist collaboration among teachers and post-secondary instructors. | 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. | Progress continues towards the Fall 2017 statewide roll-out of Ed360. |
| (4) Provide data reporting, analysis, and planning tools that assist with financial oversight, human resource management, and other education support functions. | Phase I of the ISBE data warehouse included ISBE's teacher and administrator unit record data. The Illinois Data FIRST grant, will include:

• The expansion of the data warehouse to include information from four key fiscal-related systems,
• The linkage of fiscal data to other data within the data warehouse,
• The availability of fiscal data at the individual school and early childhood site level, and
• Robust reports for district administrators, principals, and members of the public on whether people and money are being targeted to address student needs and instructional priorities | Same as 2016 |

(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.	ISAC continues to enhance the student portal system.

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. | Same as 2016 |
(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.	The Illinois Report Card, discussed under Item 2, addresses this expectation. ISBE's data warehouse will enable 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.	Through linkage of data between ISBE and ICCB, data on the number of students taking early college coursework in grades 10, 11, and 12 during 2015-2016 is now available on the Illinois School Report Card.
(7) 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.	Other tools are being explored to address this goal. In particular, the technical infrastructure for the 60% by 2025 community dashboards discussed in Section III can be used to analyze data by legislative district.	The 60 by 25 Network Community Cradle to Career Dashboards have been launched and continue to be developed.
(8) 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 is assessing its ability to use its recent institutional data collections for IPEDS purposes.	Same as 2016
(9) Establish a system to evaluate teacher and administrator preparation programs using student academic growth as one component of evaluation.	This area was a focus of the ILDS FY 2017 Plan, as discussed in Section III.	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.

(10) 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 are collaborating to establish data system linkage processes to measure MAP recipient progress and performance in higher education to meet House Resolution 296.	ISAC and ICCB linked student-level data to provide summary-level Illinois Monetary Award Program (MAP) recipient course completion rates by community college.
(11) 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 2016
(12) 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. This area is a focus of the ILDS FY 2017 Plan as discussed in Section III.	With partial grant support from U.S. Department of Labor, ILDS agencies IBHE, ICCB, IDES, and ISAC are collaborating on the Career Outcomes Tool, which will provide institution- and program-specific career outcome information. Currently not public facing, the Tool will match records to National Student Clearinghouse data, track credential and career outcomes, and visualize the career arc. Pilot projects at the two-year (ICCB) and four-year (IBHE) institution levels are ongoing, with data on career outcomes (IDES) and for specific subgroups (ISAC) in waiting.

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 2016

VI. CONCLUSION

The ILDS Agencies have made substantial progress to establish the ILDS governance system, establish the Centralized Demographic Dataset Administrator, and proceed on priorities for end-user services. To achieve the State's objectives for a useful and robust longitudinal 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 priorities for the 17-18 fiscal year which they hope will receive broad support and establish a clear direction for future activities.