



OVERVIEW OF THE ILLINOIS LONGITUDINAL DATA SYSTEM (ILDS)

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TOPICS

- ILDS Overview and Participating Agencies
- Progress Timeline
- Transition from ILDS 1.0 to 2.0
- ILDS 2.0 Accomplishments and Challenges
- Next Steps

WHY ILDS?

Vision: Illinois educational and workforce practice and policy decisions are driven by a culture of data use *and actionable information* that supports strong, equitable outcomes and engages stakeholders.

Mission: In Illinois, we will ensure that high-quality, appropriate, and timely data about learners and best practices from birth from career will be readily available, easy to use and secure.

Purpose: The ILDS will enable a wide range of stakeholders to create, advocate, and benefit from research, policies, and practices that lead to improved learning and academic and career success. Empowering people with actionable information will support strong, equitable outcomes and engaged communities.

ILDS GOVERNING AGENCIES AND PARTNERS

Governing Board



Partners



Northern Illinois
University

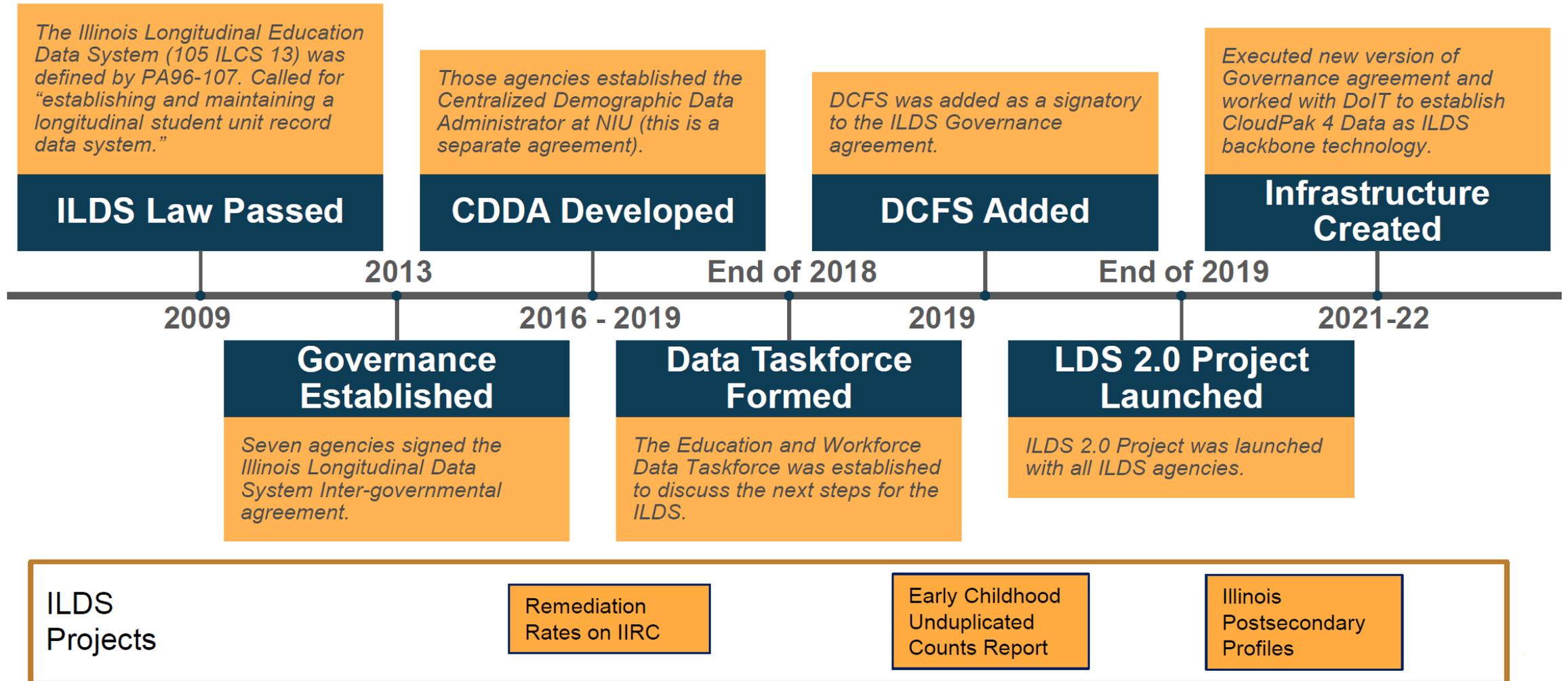


IECAM
Illinois Early Childhood Asset Map

Non-voting Members



ILDS BACKGROUND AND PROGRESS TIMELINE



P-20W EDUCATION AND WORKFORCE DATA TASK FORCE

ILDS RECOMMENDATIONS FOR ACTION IN APRIL 2020

Establish leadership, vision, and goals to drive statewide P-20W data use

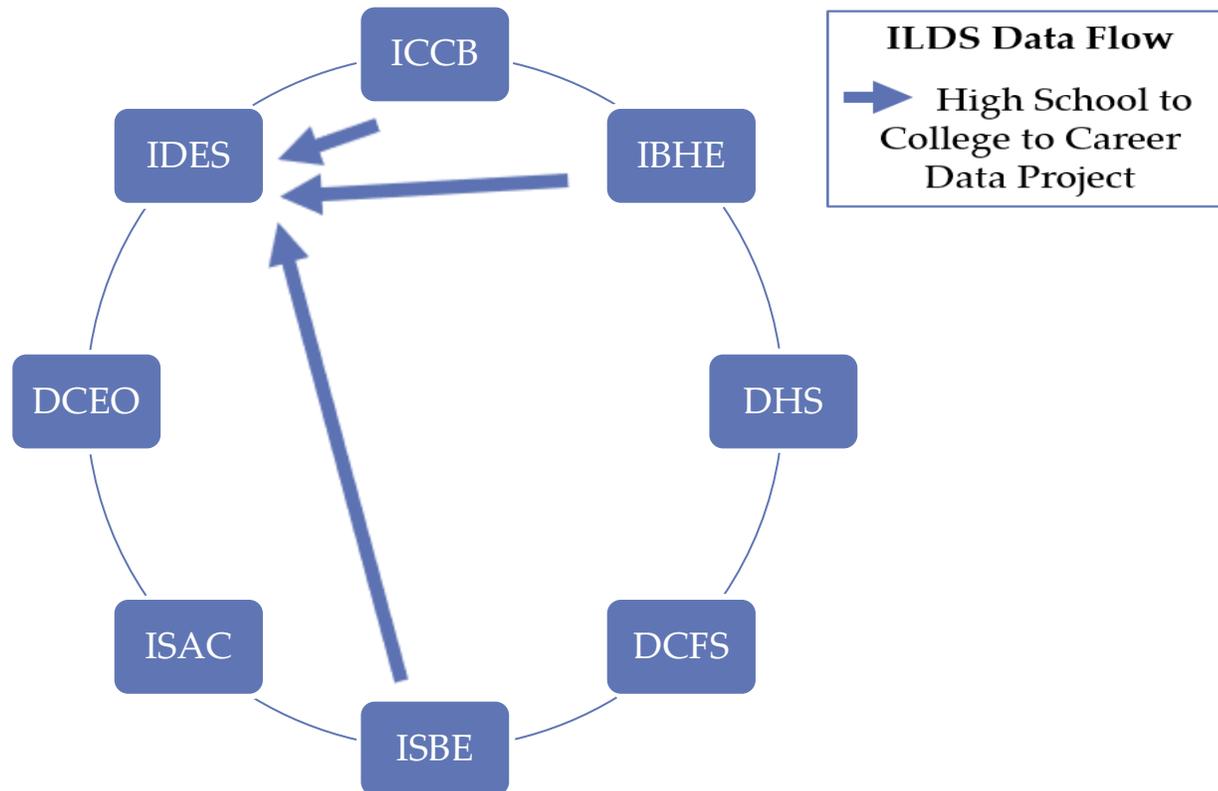
Create data governance and oversight bodies to implement the vision

Build capacity to support data use and management within and across agencies

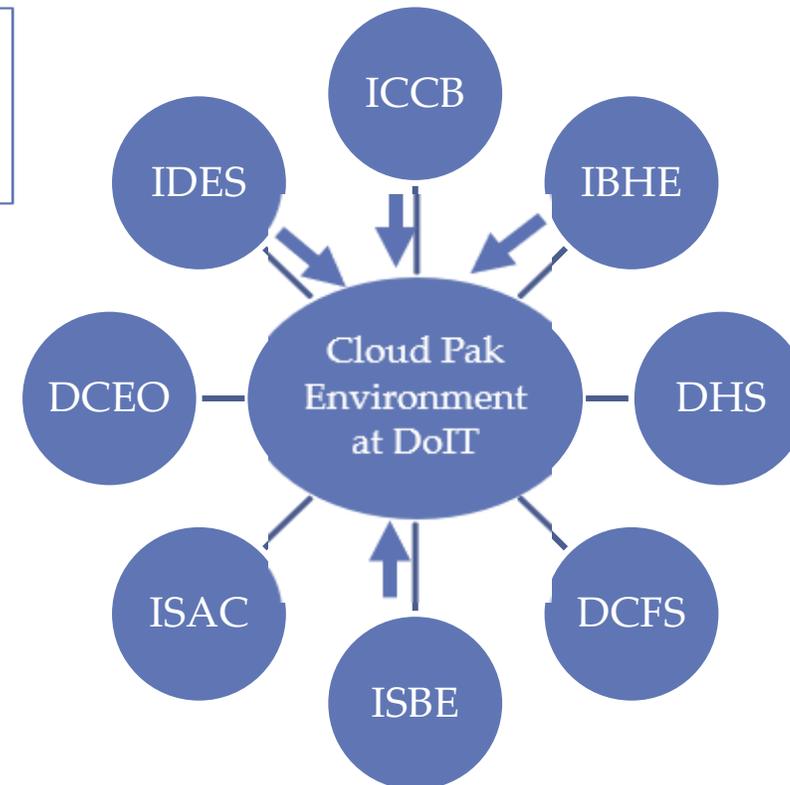
Focus on providing data that is useful to end users and builds local capacity

ILDS 1.0 TO 2.0 ARCHITECTURE TRANSITION

- **ILDS 1.0 - Distributed System** – decentralized / federated system with cross-agency data occurring based on the identified priority initiative.

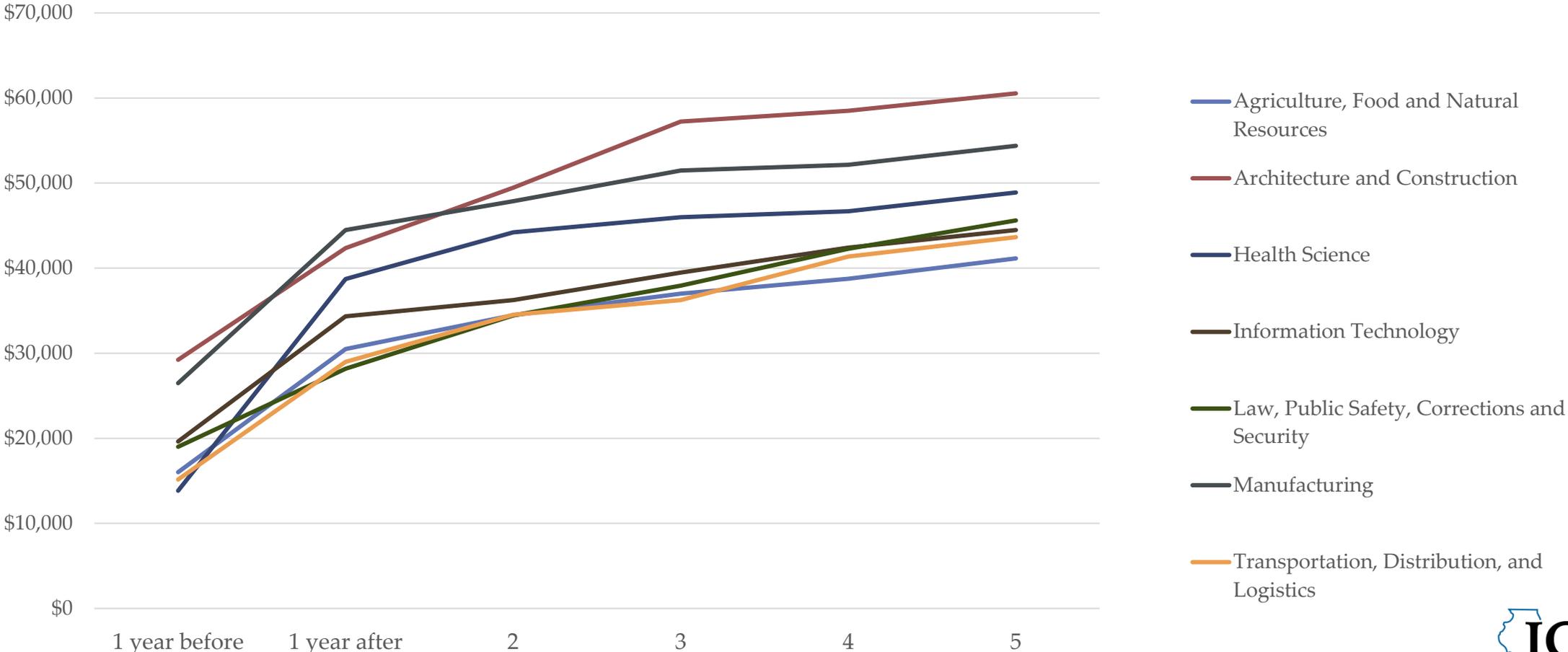


- **ILDS 2.0 - Centralized System** - data to a single, centrally-located data repository where they are organized, integrated, and stored using a common data standard.



EXAMPLE OF ILDS DATA PRODUCT – CAREER OUTCOMES OF STUDENTS UTILIZED IN ECONOMIC IMPACT STUDY

Top Seven - Average Earnings Over Time for 2013 Completers by Area of Study (Long-Term Certificates and Associate in Applied Science Completers)



ILDS 2.0 DRAFT EXAMPLE RESEARCH QUESTIONS

Early Childhood

- What early childhood services do children receive 0 through 5?
- What is the relationship between services children receive and K-12 outcomes?
- What early childhood services do high needs children receive in Illinois?
- What factors inhibit or promote school readiness (i.e., changing low-income status)?

Post-Secondary Education and Workforce

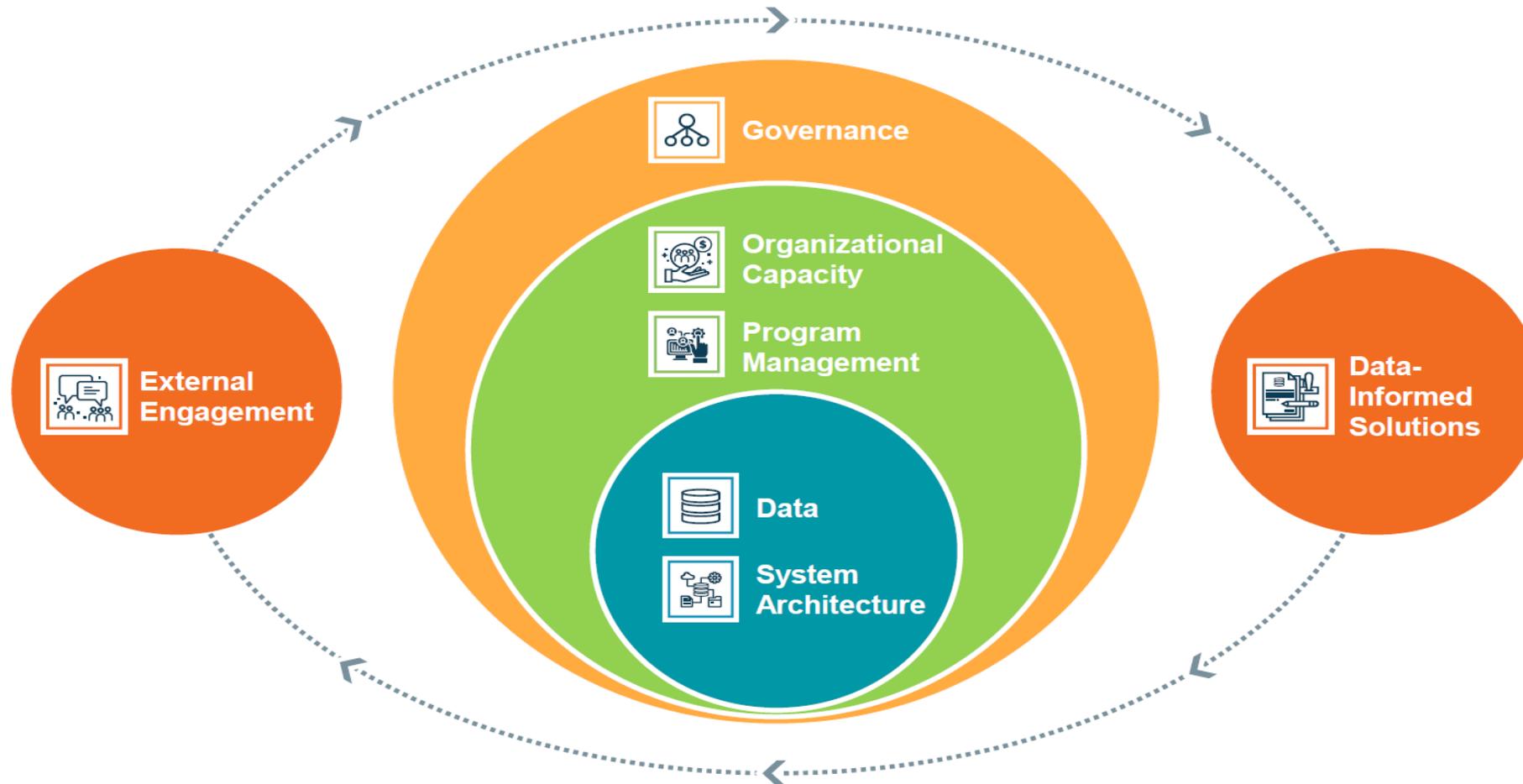
- What paths do Illinois students take towards post-secondary credentials?
- What are key momentum points or barriers for K-12 to post-secondary?
- What is the relationship between those paths and workforce outcomes?
- What factors inhibit or promote post-secondary success (i.e., changing financial aid status)?

Educator Workforce

- What paths do Illinois Educators (pre-k through higher education) take to become educators?
- Which paths lead to the most effective teachers?
- When do educators and prospective educators leave (and enter) the educator workforce pipeline?

ILDS 2.0 INFRASTRUCTURE TO SUPPORT ECOSYSTEM

- Currently addressing various components across these five areas
- Primary focus is leveraging already established datasets that can re-purposed into ILDS 2.0



ILDS 2.0 ACCOMPLISHMENTS: ENGAGEMENT, GOVERNANCE, ORGANIZATION, AND PROGRAM MANAGEMENT



- Established Governance
- Discussed research and analytics priorities
- Created and implementing bi-monthly ILDS Update Newsletter
- Gov Office presented to P20 Council and Early Learning Council
- Initiated website development
- Launched Early Childhood Participation Dataset (ECPDS) and HS2C2C projects and fully-executed ECPDS and HS2C2C data agreements
- Creating processes and policies for data requests –initiated initial requests
- Drafted roles and responsibilities for agency and LDS teams
- Establishing process for Authorized Users
- Developing ILDS sustainability options after benchmarking other states' models
- Codifying program management processes
- Implementing process for integrating Head Start data
- Developed ILDS Data Agreement template

ILDS 2.0 ACCOMPLISHMENTS: SYSTEM ARCHITECTURE, DATA, DATA INFORMED SOLUTIONS



- Established DoIT Cloud Pak as centralized ILDS 2.0 Environment
- Developed processes for creating and managing users
- Linked DHS and ISBE data to CloudPak
- In discussion of approach for staging and connecting other agency data (i.e., ICCB, IBHE, DCEO, DCFS)
- Linking Early Intervention (EI) and Child Care Assistance Program (CCAP) datasets and completing initial analysis and validation of linked data
- In process of cataloging Early Childhood Participation Dataset (ECPDS) and HS2C2C data
- Working with agencies to manage data for inclusion in Cloud Pak (e.g., staging Head Start and Maternal, Infant, and Early Childhood Home Visiting (MIECHV) data, working with ISBE to align data warehouse and ILDS)

NEXT STEPS FOR ICCB

- Designate ICCB Research & Analytics and IT staff to receive training on the Cloud Pak environment within the DoIT
- Attempt to establish sustainable agency funding and resources to support ILDS efforts in FY24 and onward
- Continue to have a leading role with the High School to College to Career (HS2C2C) data set as it is integrated into the Cloud Pak environment
- Prioritize high-impact ILDS initiatives that provide reciprocal data solutions for colleges to enhance student success
- Remain the codified foundational resource for the development, measurement, and analysis of Illinois Community College data, research, and analysis



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