



**ILDS**

Illinois Longitudinal Data System

# **2015 Annual Report & 18-Month Plan**

Approved by the Illinois Longitudinal Data System Governing Board Agencies on May 20, 2015

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# I. Introduction & Background

This Illinois Longitudinal Data System (“LDS”) Annual Report & Plan provides the first update to the Inaugural Annual Report & Plan adopted by the LDS Governing Board on April 4, 2014.

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 LDS governance system (the “LDS Functions”). In addition, the Agreement created (i) a Governing Board with senior leadership from each of the LDS 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 LDS 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 LDS Functions for the upcoming 18-month period; and
- c. A benchmarking of the performance of the LDS 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 LDS Intergovernmental Agreement. This report and plan is based on meetings of the Governing Board and its Committees, interviews with LDS Agency staff, and information from related state agency initiatives such as the Workforce Data Quality Initiative (WDQI) and the data-related projects for the State’s Race to the Top Early Learning Challenge. It has been reviewed and commented upon by LDS Agency staff, and adopted by the Governing Board.

This Annual Report & Plan initially describes the LDS governance activities since January 2014, with a focus on activities since the adoption of the prior plan. Then, this Report & Plan describes the priorities for LDS governance activities through 2015-16 that have been adopted by the Governing Board. Finally, this document includes a benchmarking of LDS 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 LDS activities over the next 18 months, it also recognizes the need for flexibility and adaptability as the LDS 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.

## LDS & Individual Privacy

The LDS protects individual privacy and confidentiality consistent with all privacy protection laws and leading technical practices. The LDS 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 LDS 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 III.A of this Report, utilize the highest technological safeguards, ensuring that data is maintained and merged only on hardware that is not connected to a network, the data is 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 LDS Agencies, and the Governing Board.

**Table 1**

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

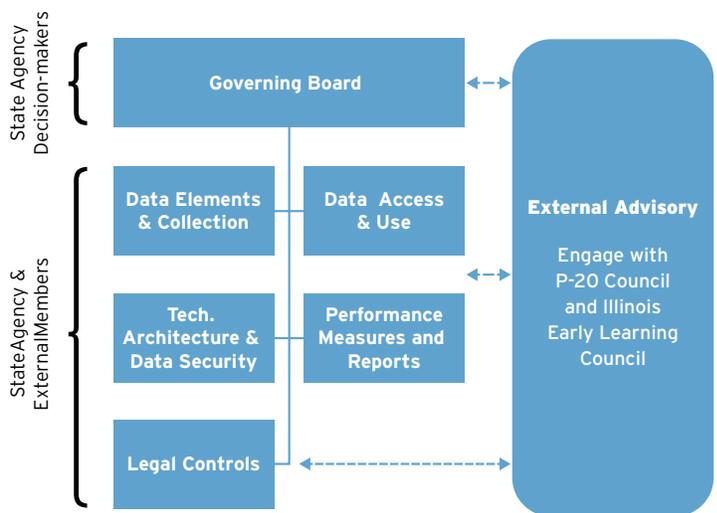
*Additional Party: Office of the Governor*

**Table 2**

Focus for LDS Governance ("LDS 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 LDS Agencies and shared across LDS 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 LDS Agencies;
iv. Support and advance sound, research-based decision-making within the LDS Agencies and for all State education and workforce policymakers;
v. Effectively address common issues across LDS Agencies such as data access, use, and security;
vi. Establish the expectation that LDS Agencies share data in accordance with established procedures and protocols, subject to applicable legal restrictions;
vii. Develop a common process across the LDS Agencies to plan and budget for LDS implementation, improvement, and maintenance; and
viii. Effectively utilize knowledge and expertise relating to the LDS Functions residing at the LDS Agencies and capitalize on a cost-effective LDS Agency distributed data system model that avoids duplication and ensures sustainability.

**Diagram 1**

LDS Governing Board and Committee Structure



## II. LDS GOVERNANCE ACTIVITIES

The LDS Agencies and the Governing Board have made substantial progress on activities that relate to the LDS Functions in 2014-15. As detailed in this Section, this progress includes:

- Development and adoption of the Initial Annual Report and Plan;
- A number of intra-agency enhancements that support the broader LDS effort;
- The selection and establishment of the Centralized Demographic Dataset Administrator; and
- Significant work and accomplishments in the end-user service priorities established by the Governing Board.

### A. Development of Initial Annual Report and Plan

In late 2013 and first quarter 2014, the LDS Agencies engaged in an extensive review and comment process to adopt the Initial Annual Report & Plan. Education Systems Center at NIU, as the entity providing staffing support for the LDS Governing Board, engaged in discussions with all of the LDS Agencies regarding their status and priorities in late 2013. A draft report was submitted to the Governing Board in advance of its January 7, 2014 meeting. Following Board discussion at that meeting, the LDS Agencies reviewed the plan and provided edits and comments through March 2014. Final adoption occurred at the April 4, 2014 LDS Governing Board meeting.

The plan included a proposed LDS technical architecture and set of end-user priorities that has guided LDS-related activities over the prior 18 months. As detailed in the 2014 plan, the LDS technical architecture consists of the three “layers”:

1. Centralized Demographic Dataset (CDD) Administrator Services: The CDD Administrator provides services to the LDS 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 LDS 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.

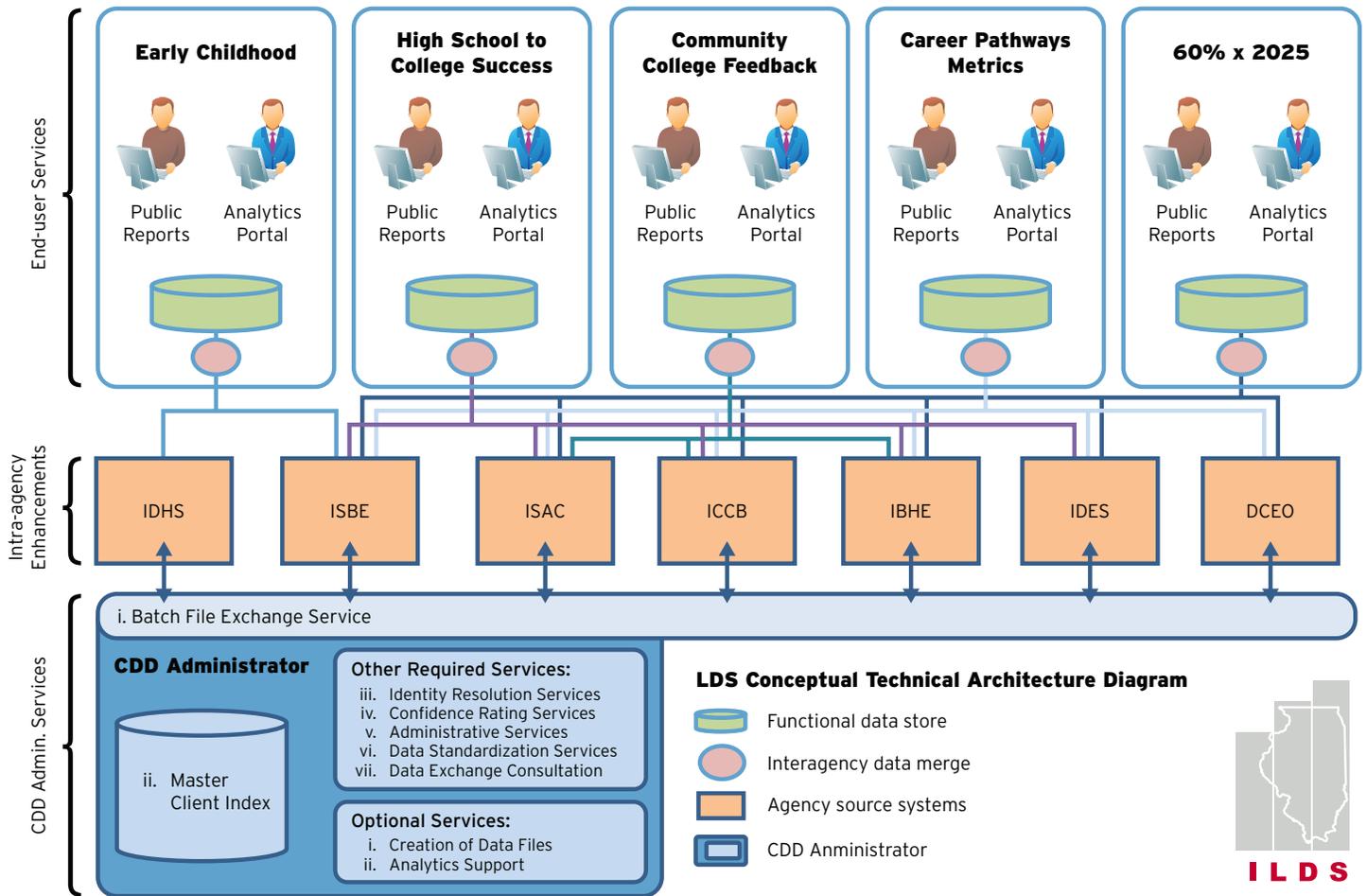
- 4. **Career Pathways Metrics:** Analyzing the education and employment outcomes of students participating in health science career pathway programs in high school and in postsecondary education.
- 5. **60% by 2025:** Enhancing the methods for tracking progress against the State goal of 60% of Illinois residents obtaining a high quality postsecondary degree or credential by the year 2025.

Diagram 2 depicts the technical architecture and set of end-user services included in the 2014 plan.

### B. Intra-agency Enhancements

Over the past 18 months, the LDS Agencies have made significant intra-agency system improvements that will support efficient and quality data exchanges with the CDD Administrator and the other LDS Agencies. The improvements made by each agency are described in Table 3.

**Diagram 2**



**TABLE 3: Intra-agency System Enhancements by the LDS Agencies**

Agency	Intra-agency Enhancements Over Prior 18 Months
Illinois Board of Higher Education (IBHE)	<ul style="list-style-type: none"> <li>• <b>Establishment of SQL database containing the data and commencement of portal for access by postsecondary institutions:</b> This past year, IBHE commenced a partnership with ISAC for ISAC to support the collection and maintenance of postsecondary education data IBHE is authorized to collect under the P-20 Longitudinal Education Data System Act. Data previously collected at NCSA has been migrated to ISAC and converted from Oracle to SQL to be compatible with IBHE's existing databases. ISAC has completed work on the user registration and management system. Next steps are for ISAC to construct a portal to allow institutions to submit and review their data and to add business intelligence tools to the system once funding is secured.</li> </ul>
Illinois Community College Board (ICCB)	<ul style="list-style-type: none"> <li>• <b>Economic Impact Study:</b> ICCB, in partnership with IDES, released an economic impact study in November 2014. Northern Illinois University's Center for Governmental Studies performed the data matching and analysis for this project, which combined 12 years of Community College data with 11-12 years of IDES data. This allowed for the analysis of pre- and post-education earnings gains, which was able to demonstrate a return on investments for Community College students. The analysis determined that those students who have earned a community college degree earn over \$600,000 more over their career. In order to facilitate better administrative understanding of this report and analysis, ICCB hosted regional workshops prior to the release of the study. Public relations and Institutional Research were invited to these PD sessions to facilitate better cross-institutional understanding. This study provides an excellent example of what can be learned through the successful merging of education and workforce data.</li> <li>• <b>Industry Certification Data:</b> As part of a national project, ICCB is engaged in the Certification Consortium Initiative with CompTIA. In this initiative, CompTIA has shared industry recognized credential data with ICCB, which is then matched with ICCB and IDES information. This allows education, credentialing, and workforce data to be matched in one system, which will allow for an analysis and report on the employment outcomes of those students who have pursued education and received IT certifications.</li> <li>• <b>CTE performance information:</b> A key priority for the agency has been to provide CTE performance information annually. As part of this, the agency is building out professional development (PD) components with each new data collection process. The PD provides administrators with information on how to inform policy. The focus this year is to highlight CTE earnings and the PD on this informs stakeholders how to cross-walk ICCB information with IDES SOC (Standard Occupational Classification) codes. This allows institutions to look at the earnings of their students as well as the outlook projections for that occupation. ICCB hosts regional sessions 4-5 times throughout the state.</li> <li>• <b>Transcript-level data enhancements</b> have been a major focus for ICCB. The collection of comprehensive student-level course data began in fiscal year 2013 and continued in fiscal year 2014 with an emphasis on ensuring the data was valid and reliable. The agency is part of a national initiative, Accelerating Opportunities, wherein ICCB is using a recently implemented transcript submission system. This is a very labor intensive project, but creates the ability to track participating students two years out.</li> <li>• <b>Complete College America Report Update:</b> ICCB recently released the Complete College America report update, which includes historical report indicators and a 2025 ICCB graduation goal.</li> </ul>
Illinois Department of Commerce and Economic Opportunity (DCEO)	<ul style="list-style-type: none"> <li>• <b>Universal portal:</b> The Universal Portal is a key initiative for DCEO in partnership with ISAC and the Office of the Governor. This portal will aggregate state agency resources across the education and workforce pipeline to deliver a seamless and integrated user experience for Illinois residents accessing and using services. At present, Illinois residents must interact separately with multiple state agencies in order to take advantage of state and federal resources related to their education, workforce training, career development, supportive services, and employment needs. As part of the initial phases of the development of this process, the agency has also been focused on a partnership with Southern Illinois University's Center for Workforce Development to develop the wireframes and items for partner feedback.</li> <li>• <b>Enterprise data warehouse:</b> A major initiative for the agency has been the development of the enterprise data warehouse which includes all grants and the office of energy assistance. This warehouse allows for the tracking of information across programs, with a future focus on visualization and analytics.</li> <li>• <b>Workforce Data Quality Initiative/WIA performance project:</b> WDQI has been a priority for the agency, with a focus on back-of-the-house data collection and collaboration with partners, particularly IDES. DCEO has worked in partnership with IDES to conduct an assessment of workforce outcomes for Quarter 2 of 2012 WIA/Trade Exiters. The findings from this analysis show that there is a dramatic improvement in the job attachment of program Exiters as compared to the Illinois Workforce at large. Additionally, the average monthly earnings for Exiters improved significantly from 2012 Quarter 1 to 2013 Quarter 2 when compared to the Illinois Workforce.</li> </ul>
Illinois Department of Employment Security (IDES)	<ul style="list-style-type: none"> <li>• <b>WDQI/Establishment of Enhanced Workforce Outcome Measures:</b> The WDQI project has been a high priority for the agency, whose primary partner in this effort has been DCEO. The focus of IDES' work through the WDQI project has been two-fold: first, the agency is producing the record matching of WIA program exiters, and has been doing that longitudinally; and second, the agency has developed newly enhanced workforce outcome measures and presented those results. The findings from the analysis of WIA program exiters show that there is a dramatic improvement in their job attachment within two quarters of program exit as compared to other Illinois workers. Additionally, the average monthly earnings for exiters improved significantly in the two years following their program exit when compared to other Illinois workers. The enhanced workforce outcome measures allow for better analysis of the stability of employment, the employment behavior of individuals while participating in the WIA program, and what happens when they transition out.</li> <li>• <b>Geo-coding of Labor Market Information:</b> IDES has been geo-coding its unemployment insurance (UI) records based on the physical location of the residents; allows reporting of characteristics of UI claimant behavior by geographic boundaries. The coding occurs at the census block level, allowing IDES to aggregate information based on various geographic boundaries (such as legislative districts, etc.). Based on this capability, IDES has developed measures to capture UI claimant behavior. For example, IDES reports the percentage of UI claimants that collect UI benefits for more than four weeks as an indicator of labor market conditions. Results from this analysis indicate that during "normal" economic times, approximately 2/3 of claimants persist past the 4th week, however, during economic downturn, the persistence of claimants collecting UI can reach as high as 80%. We are able to report these findings by demographic subpopulations (age, education and veteran status) and for local geographies.</li> </ul>

<p><b>Illinois Department of Human Services (IDHS)</b></p>	<ul style="list-style-type: none"> <li>• <b>Phase 1 of Framework Project:</b> IDHS has served as the chief sponsor of the Framework project – an interagency effort to better align and integrate production systems and activities for various human services programs. The focus of Phase I of this project has been the establishment of an integrated eligibility system for TANF, SNAP, and Medicaid.</li> <li>• <b>Migration to e-Cornerstone system:</b> An additional focus for the agency has been the migration to e-Cornerstone as a web-based system, with the intention to migrate the existing system to a web-based platform within the next 12 months. The transition will occur on a site-by-site basis, which will give DHS the ability to centrally acquire data across all sites in the State.</li> <li>• <b>Centralized Repository Vault:</b> The Centralized Repository Vault is a key component of the Management Improvement Initiative Committee (Public Act 97-0558), and is a technology solution used to house the key documents of organizations that provide services on behalf of the five State human services agencies (Aging, DCFS, HFS, DHS, and Public Health). The intention behind this system is to ease the administrative burden of service providers to respond to compliance requirements with contractual/licensing provisions. The implementation began in 2012 and identified 17 different documents that are commonly required by grantor agencies, which CRV uploads into a common repository that can be used for multiple systems. This system has allowed for the standardization of submissions from providers, which allows for a comprehensive, cross-agency audit.</li> <li>• <b>Child Care Management System:</b> DHS has focused on correcting claims processing under its new Child Care Management System. External reviews and additional resources have been utilized to address and correct issues.</li> </ul>
<p><b>Illinois State Board of Education (ISBE)</b></p>	<ul style="list-style-type: none"> <li>• <b>Establishment of its data warehouse:</b> Phase I of the ILDS Warehouse for elementary and secondary education is complete. In this data warehouse, ISBE integrates data from four enterprise systems: Student Information System (SIS), Educator Licensure System, Employment Information System, and Entity Profile System. Data within the warehouse can be matched to other data sets as necessary, and will be used internally to generate the federally-required EDFacts report. This system will also allow for a gap analysis against the Common Education Data Standards (CEDS). The data warehouse project has included a comprehensive internal review of data governance, data quality, a data dictionary, and data security.</li> <li>• <b>Initial launch of the Ed Reports portal:</b> ISBE plans to complete and launch an education reports portal, <a href="http://illinoiseducationdata.com">illinoiseducationdata.com</a>, by July 2015. This portal will provide public access to de-identified data from various agency datasets, with tools to support quick visualizations and analysis.</li> <li>• <b>RFP for research support:</b> ISBE has released an RFP for additional research and analysis capacity. Several submittals have been received.</li> </ul>
<p><b>Illinois Student Assistance Commission (ISAC)</b></p>	<ul style="list-style-type: none"> <li>• <b>Electronic Security:</b> The agency has undertaken a multi-year process to enhance its internal data and electronic security, and established improved internal systems for record retention and record destruction.</li> <li>• <b>Update the MAP system:</b> The new Gift Assistance program (GAP Access) is more secure and more flexible, with a better interface with schools to pay MAP claims. The system update has allowed for the beginning phases of a systematic conversion of other programs to the Gift Assistance platform. In the old system, each year was a stand-alone year; in the new system, data accumulates over time, and can manage multiple years under the same program. The goal of this conversion is to pull in all Gift Assistance programs.</li> <li>• <b>FAFSA Reports:</b> ISAC is working with school districts across the State of Illinois, who send rosters of students to ISAC and then ISAC is able to indicate which students have filled out a FAFSA and which have not. ISAC is working on providing FAFSA matching functionality within GAP Access (ISAC's scholarship &amp; grant management platform) to high schools.</li> <li>• <b>Version 1.0 of student portal:</b> The first version of the student portal was launched in early December, which included an application for postsecondary education planning, an application supporting financial literacy, and access to IDES' Career Information System. A single sign on and a mobile approach will be launched in the near future.</li> </ul>

### C. Selection and Establishment of the CDD Administrator

The signature achievement of the LDS Governing Board over the prior 18-month period is the selection and establishment of the Centralized Demographic Dataset (CDD) Administrator. The CDD addresses the challenge of different state agencies using different identifiers for the same individual. Susie Student may have one identifier in a DHS 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 the references are all to the same person. The CDD provides technical review procedures and software to securely and confidentially match the records across the different agency systems, so that education and employment outcomes can be assessed over time. Records matched by the CDD Administrator are then provided back to the state agencies for a particular ILDS-related project. The CDD is never used to view Susie's (or Suzie's) individual outcomes—it is only used to analyze aggregate information involving multiple individuals in ways that ensure no one reviewing the information can identify a particular person.

As described in the following table, the Governing Board and Technical Architecture and Data Security Committee have undertaken a thorough process over the past 18 months to define the scope of the CDD's services, administer a process to select a qualified entity, and award the contract to the selected entity. Over the next 18 months, as further described in Section III.A, the CDD will become operational and commence supporting ILDS-related research and end-user services.

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

Date	Action Taken
February 2, 2014	Discussion on CDD Technical Architecture at WDQI 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

The CDD services to be carried out by NIU under this contract are described in Section III.A of this report and plan.

#### D. Progress on End-user Priorities

Over the past 18 months, the LDS Agencies have performed significant work and achieved a number of accomplishments in the end-user service priorities established by the Governing Board in the 2014 Annual Report and Plan. The 2014 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 2014. The following table identifies the 2014 Quick Win Focus for each priority area, and describes the progress actually achieved as of the date of this report.

**Table 5: Progress on End-User Priorities**

End-user Priority Area	Quick Win Focus in 2014 Report	Progress to Date
Early Childhood	<ul style="list-style-type: none"> <li>Merge Child Care data maintained by DHS and Preschool for All data maintained by ISBE to identify an unduplicated count of children receiving services through these programs. This process will identify data quality issues and other barriers that can be addressed by the LDS Agencies moving forward.</li> </ul>	<ul style="list-style-type: none"> <li>ISBE, DHS, NIU executed a Data Sharing Agreement for this project in October 2014. This Agreement addressed the policy questions for review, and the data elements to be shared.</li> </ul>
		<ul style="list-style-type: none"> <li>NIU has successfully merged Child Care and Preschool for All data to create an unduplicated count of children receiving services through these programs for the State as a whole, and for each of the early childhood Innovation Zones. This merge served as a proof of concept for matching technologies that will be deployed for the Centralized Demographic Dataset Administrator.</li> </ul>
		<ul style="list-style-type: none"> <li>Preliminary findings from the analysis have been presented to the Governor’s Office of Early Childhood Development and the Early Learning Challenge Inter-agency Team. Moving forward, information from this analysis will be incorporated into the Illinois Early Childhood Dashboard that is being developed by the Early Learning Council.</li> </ul>
High School to College Success	<ul style="list-style-type: none"> <li>Include college enrollment information on fall 2014 Illinois Report Card.</li> <li>Develop remediation rate metrics and determine whether data quality allows for report card publication.</li> </ul>	<ul style="list-style-type: none"> <li>ISBE and ICCB have developed a proof of concept for remedial education information that is being shared with school districts in spring 2015. In fall of 2015, a remediation rate of students enrolling in the Illinois Community College System is planned for inclusion on the Illinois Report Card <a href="http://www.illinoisreportcard.com/">http://www.illinoisreportcard.com/</a>.</li> </ul>
Community College Feedback	<ul style="list-style-type: none"> <li>Prototype of community college feedback report for several pilot community colleges.</li> </ul>	<ul style="list-style-type: none"> <li>ICCB has worked with IBHE to develop a proof of concept, based on prior models (including the reports produced through the Illinois Shared Enrollment and Graduation file, and the feedback reports provided by Northern Illinois University to its primary feeder community colleges). ICCB is currently working with NIU and U of I to develop prototype models for publication. The prototype will be tested upon implementation of IBHE’s Centralized Data System.</li> </ul>

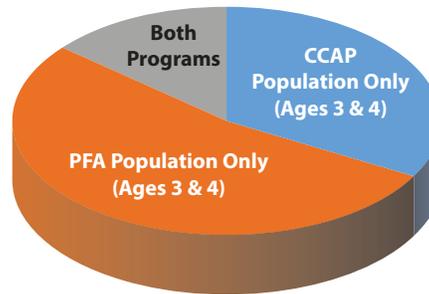
<p><b>Career Pathways Metrics</b></p>	<ul style="list-style-type: none"> <li>Publicize the availability of the CTE Earnings and Employment web portal</li> <li>Develop prototype reports for the WDQI Pathways Metrics project</li> </ul>	<ul style="list-style-type: none"> <li>ICCB launched the ICCB CTE Earnings and Employment Web Portal which connects student (ICCB) data with employment and wage (IDES) data. The portal contains CTE graduate earnings and employment trend data on a user-friendly platform with "drill-down" capabilities. New data sharing protocols with IDES has limited ICCB's capacity to update the web portal with current data. ICCB and IDES share data for other initiatives and ICCB looks forward to establishing a data sharing agreement with IDES to update the web portal.</li> <li>ISBE, ICCB, and NIU have executed a Data Sharing Agreement for the WDQI Pathways Metrics Project. This Agreement establishes the framework for analysis of education and workforce outcomes for Health Sciences career pathways participants, and the data elements. Initial findings from this analysis will be reported in summer 2015.</li> <li>Prototype reports for the WDQI Pathways Metrics project will be available in summer 2015. Production-level reports will be available in Fall 2015.</li> <li>IDES and DCEO have successfully moved to production matching of WIA-program participants to employment outcomes, which incorporates new IDES enhanced workforce outcome measures.</li> <li>ICCB continues to participate in the national Alliance for Quality Career Pathways (AQCP) initiative. The project advances CTE in State and Local Career Pathway Systems. The project assists in building capacity to integrate CTE Programs of Study (POS) into its broader Career Pathways system development efforts and also has established Career Pathway metrics to measure effectiveness.</li> </ul>
<p><b>60% by 25</b></p>	<ul style="list-style-type: none"> <li>Publicize the availability of current tracking processes</li> <li>Perform a supply and demand analysis</li> </ul>	<ul style="list-style-type: none"> <li>ICCB continues to track and update progress of Illinois community colleges toward the 60 by 25 goal.</li> <li>Illinois was selected to participate in a National Governors Association Talent Pipeline Management Academy that will help the State identify other promising practices for supply and demand analyses.</li> <li>ICCB established the 'ICCB Graduation Goal and Complete College America' public website to track annual graduate progress in meeting the 60% by 2025 benchmark. <a href="http://www.iccb.org/reports.cca.html">http://www.iccb.org/reports.cca.html</a></li> </ul>

**Early Childhood Progress: Creating an Unduplicated Count of Children Receiving Services**

**Preliminary Counts of 2013 Illinois Child Care Assistance Program (CCAP) and Preschool For All (PFA) Populations**

School Year 2013	CCAP Population Only (Ages 3 & 4)	PFA Population Only (Ages 3 & 4)	Both Programs	Total
Head Count	38,939	61,883	16,145	116,967
Percentage	33.29%	52.91%	13.80%	100%

**Preliminary Counts of 2013 Illinois CCAP and PFA Populations**



Note: \* CCAP population only includes children in the Certificate Program ages 3 & 4 using Sept. 1st as cut-off.

\* PFA population is estimated from ISBE data using PFA program indicators and age range 3 & 4 using Sept. 1st as cut-off.

\* The age range 3 & 4 is defined as children greater than or equal to 3 yrs, and less than 5 yrs old.

■ CCAP Population Only (Ages 3 & 4) ■ PFA Population Only (Ages 3 & 4) ■ Both Programs

## Career Pathways Metrics Progress: Launching the ICCB CTE Earnings & Employment Web Portal

ICCB CTE Employment and Earnings Web Portal below has an intuitive, user-friendly platform with drop-down menu, “drill-down” capacity. The portal allows for the tracking of earnings and employment of ICCB CTE graduates each quarter for two years

Main > Earning Analysis > Save As PDF Save As Excel

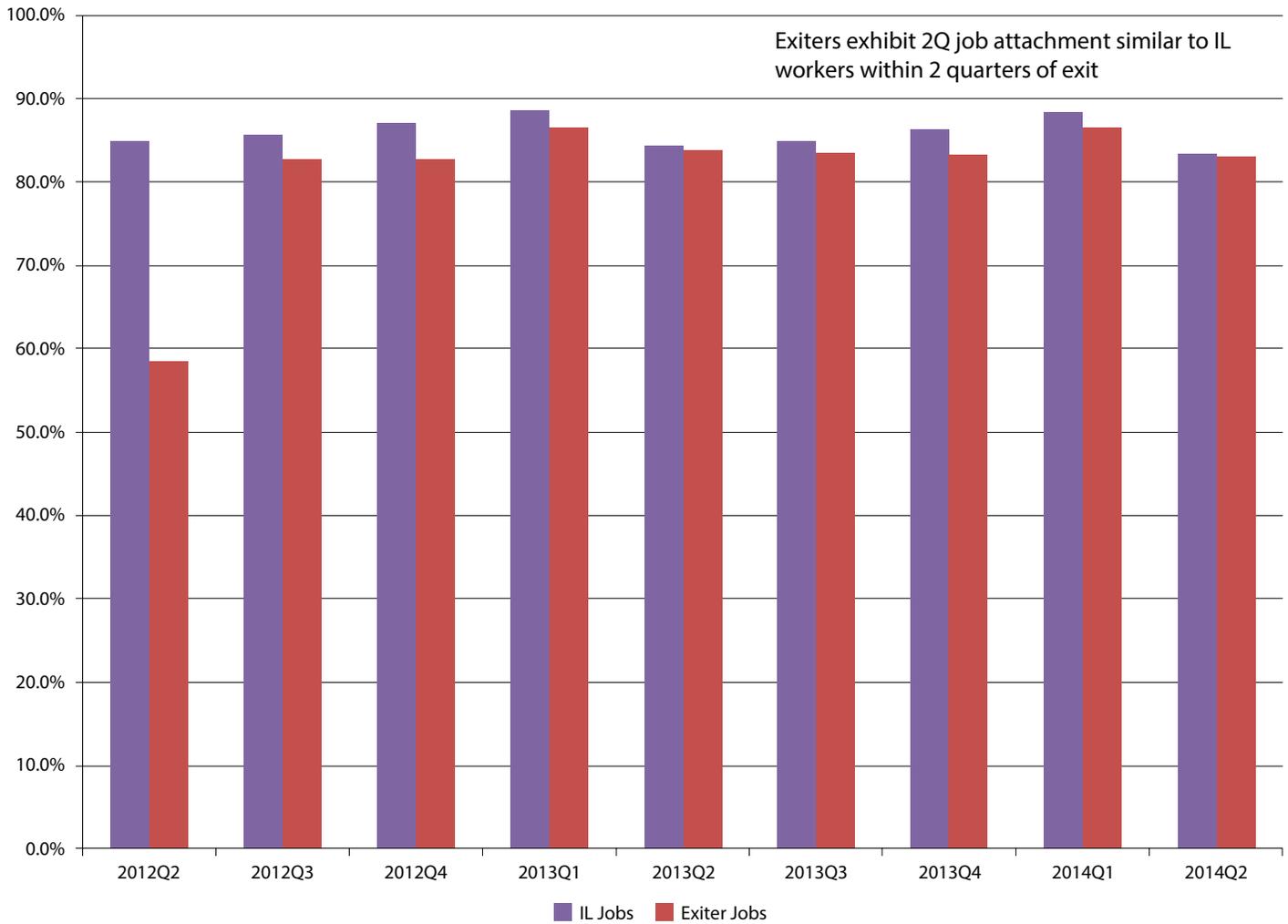
**Career Technical Wage Analysis - Cohort FY2008**

School Number	College	Gender	CIP2	Completers	Completers with Valid SSN	Post 1st Quarter			
						# of Working	Working (%)	Avg Wage	Median Wage
	Statewide	Male	01-Agricultural Business And Production 11-Computer And Information Sciences						
		Female	01-Agricultural Business And Production 11-Computer And Information Sciences						
50101	Kaskaskia	Male	01-Agricultural Business And Production 11-Computer And Information Sciences						
		Female	01-Agricultural Business And Production 11-Computer And Information Sciences						
50201	DuPage	Male	01-Agricultural Business And Production 11-Computer And Information Sciences						
		Female	01-Agricultural Business And Production 11-Computer And Information Sciences						
50301	Black Hawk	Male	01-Agricultural Business And Production 11-Computer And Information Sciences						
		Female	01-Agricultural Business And Production 11-Computer And Information Sciences						
50401	Triton	Male	01-Agricultural Business And Production 11-Computer And Information Sciences						
		Female	01-Agricultural Business And Production 11-Computer And Information Sciences						
50501	Parkland	Male	01-Agricultural Business And Production 11-Computer And Information Sciences						
		Female	01-Agricultural Business And Production 11-Computer And Information Sciences						

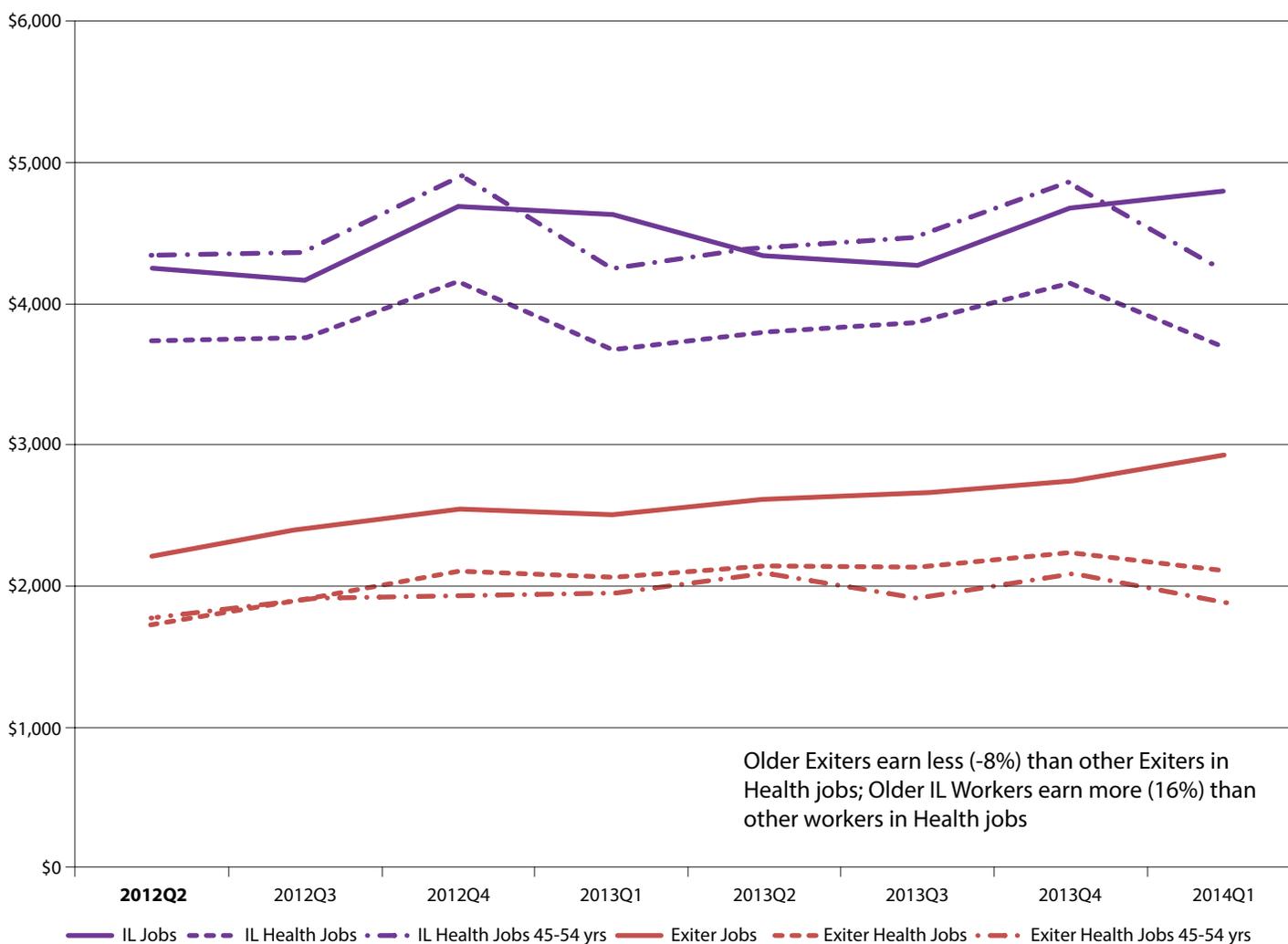
*Actual results are not shown here as this information is password protected.*

## Career Pathways Metrics Progress: Matching WIA Program Participants to Employment Outcomes

### Enhanced Narrative: Job Attachment for 2 Consecutive Quarters



**Enhanced Narrative:  
Average Monthly Earning by Age within Industry**



**III. 18-Month Plan And Budget**

Over the next 18 months, the Governing Board will focus on the building out of the CDD Administrator’s services, continuing progress on the five identified end-user priorities, and addressing several new priority areas, as described in this section of the plan.

**A. CDD Administrator**

With the execution of its agreement with ISBE to fund the CDD, a team from Northern Illinois University (NIU) is actively working to establish the Centralized Demographic Dataset (CDD) services for the LDS, with a scheduled date for the establishment of these services by September 30, 2015 (subject to cooperation from the LDS Agencies for the provision of necessary data). NIU’s team includes personnel from the Center for Governmental Studies (CGS), who will provide project management and monthly status

reports to the LDS Agencies. NIU’s Chief Information Officer and Director of Institutional Research are joining faculty in advanced statistics and record matching to advise and recommend project challenges and opportunities; and database administrators from NIU’s Information Technology Services are supporting database infrastructure.

The four core services provided by NIU as the CDD Administrator include:

1. **Develop and maintain a Batch File Exchange process.** The CDD Administrator will exchange data (via a secure web portal) to achieve a standardized data exchange protocol for this project.

2. *Develop, and provide maintenance and administration for a Master Client Index (MCI)* that tracks multiple unique identifiers across LDS agencies. The CDD database houses the Master Client Index (MCI) and other related tables necessary to perform record linkage, improve data quality and matching rates, translate data back to the original records, and support any CDD services requested by the LDS Governing Board. Four components will make up the CDD database:

- Main Tables that include the MCI and other tables used to directly communicate with the Agencies and to support CDDA Core Services and Demographic Data Standardization Services. The MCI will serve as a comprehensive master table that hosts all individual identities from each of the data sources as the final product of record linkage.
  - Working Tables that hold data derived from the Main Tables during data preparation and record linkage processes. Data awaiting manual review will be sent to the Analytical Workstations for further processing.
  - Metadata that includes data definitions of the database structure, the schema of the database, a summary of the data status, and logs from data transaction management and record linkage activities and results.
  - Temporary backups of original data and the MCI for the sole and limited purpose of capturing and recapturing individual identities from constantly changing databases.
3. *Provide Identity Resolution Services* to identify and reconcile records with the MCI. The CDD Administrator will use an identity resolution approach that incorporates both deterministic and probabilistic techniques. Utilizing SQL ETL to screen and validate incoming data, the CDD Administrator will retrieve, standardize, and clean data to identify and analyze patterns, and extract random samples for review and evaluation. Multiple reviewers will be assigned manual review and reconciliation of differences in identity matching to triangulate the record linkage outcomes. Prior to manual review, the CDD Administrator will make the review process manageable if the file size is too large. The CDD Administrator will utilize a network relationship analysis tool to help decision-makers visualize individuals' shared characteristics and relationships with other entities.
4. *Provide a confidence rating service.* For any given match, CDD Administrator analysts will identify thresholds for scores to determine true matches and non-matches. All other pairs would be indeterminate and may require manual review. Analysts will limit the number of pairs reviewed manually by selecting random samples within the indeterminate range. Several measures of confidence rating will be used to describe the linkage error rates and select thresholds. Methods for selecting thresholds and calculating linkage rates range from simple to complex and include Positive Predictive Value (PPV), mixture models, and SimRate.

## Supporting services provided by NIU include:

1. *Administrative functions.* A web application will be developed to support the CDD Administrator functions. This CDD Administrator Dashboard will feature a user-friendly interface, ubiquitous access, user management, and at-a-glance figures and charts to enable authorized LDS Agency staff to easily monitor and manage CDD data activities. In addition to the information presented through this web application, quarterly reports of overall activities will be provided to the LDS Agencies and Governing Board.
2. *Demographic data standardization* guidance and technical support to the LDS Agencies. The CDD Administrator will build metadata to hold data definitions for all of the LDS Agencies' demographic data and to support their efforts to improve and maintain data quality. During the pre-linkage data process, the CDD Administrator will de-duplicate, clean, and standardize the data. Data standardization for this project also addresses different coding methods for the demographic information (e.g. race/ethnicity and date formats) and parses information to the desired format in terms of data structure, type, and length. Based on the outcomes of matching and identity resolution, the CDD Administrator will recommend a common data structure and data definitions to correct the potential data errors and inconsistencies – for approval by the LDS Governing Board.
3. *Consultation to the LDS Agencies on data exchange* will be provided as necessary to address priority end-user services.

Subject to a separate agreement between NIU and the applicable LDS Agencies, the CDD Administrator will provide the following services:

1. *Creation of data files to support end-user services.* The CDD Administrator will write SAS programs and SQL procedures to provide needed data file creation as requested by the LDS Agencies. Further, the CDD Administrator will ensure data confidentiality by applying an encryption process to any and all data files created through such requests.
2. *Analytics support.* The CDD Administrator will provide customized and timely analytics support to the LDS Agencies through the CDD Administrator Dashboard or desktop routines/programs at an additional cost -- on a time and material cost-recovery basis. In these instances (time and material cost recovery), the CDD Administrator will provide quotes for approval by the applicable LDS Agencies.

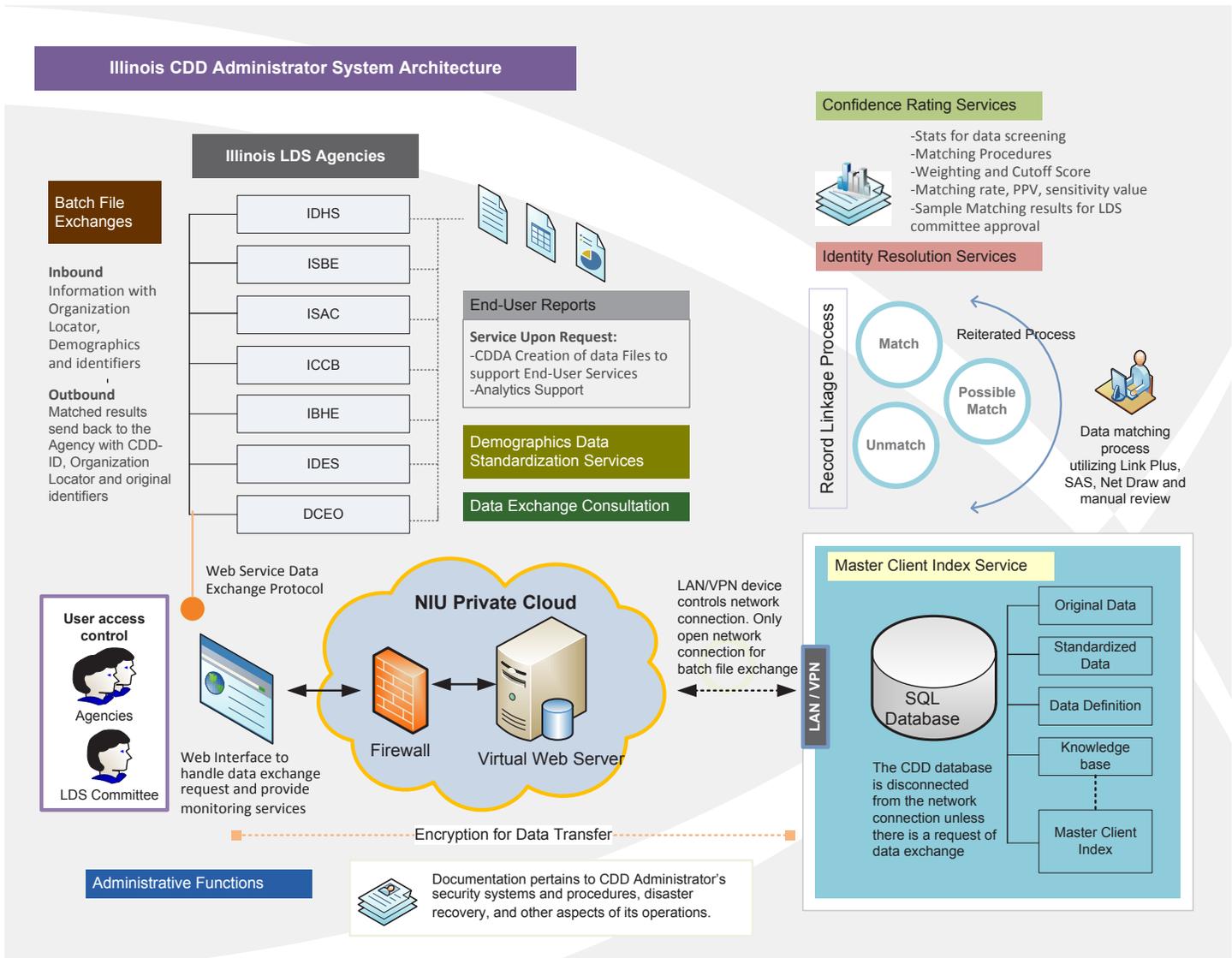
The CDD system architecture as proposed by NIU contains six major parts, although architectural elements may adjust over time with appropriate approvals from the Governing Board.

1. A Virtual Machine (VM) residing on NIU's private cloud to host data exchange services and a CDD Administrator dashboard. An MVC.NET framework and a SQL database will be installed in this private cloud environment to serve as the secure gateway and storage shell to handle user management, data entries, data exchanges, query requests, and audit trail records.

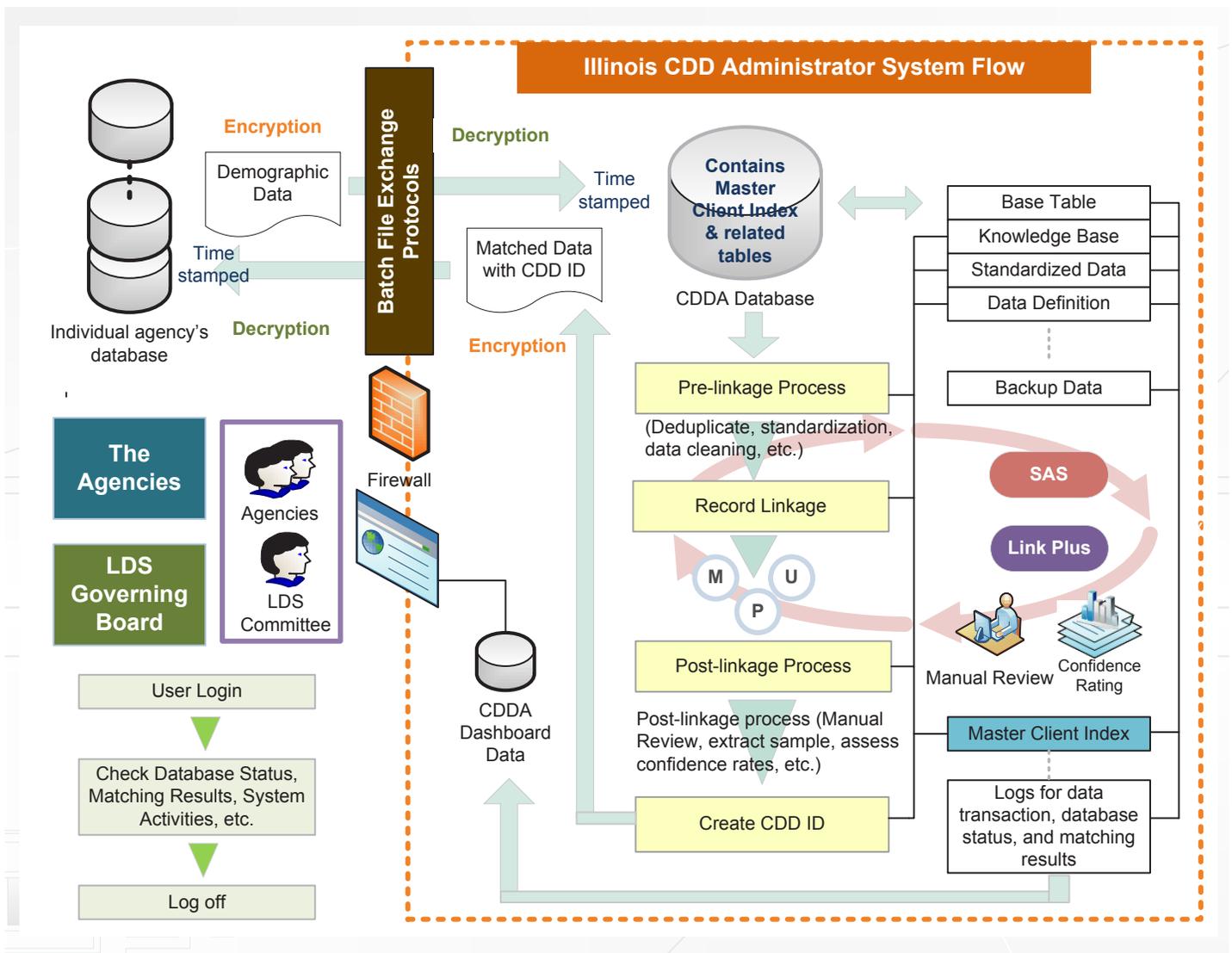
2. **A CDD Database** consisting of the Master Client Index and related tables. NIU will use SQL to build a CDD Administrator database to manage the data activities, store the Master Client Index and any related tables, and process data including updates, merges, and deletes. The CDD Administrator database will reside on a database server located in a locked room on the NIU campus. This server machine will be disconnected from the network unless there is a request for data exchange.
3. **An analytical workstation** for performing manual matching and analytical work. Only designated staff will have access to the workstation and it will be connected to the CDD only when records are being linked manually or data is being analyzed. Demographic data used to perform analyses requested by the LDS Agencies will be removed from the machine once the tasks are completed.
4. **Security policy and configuration** for data transfer, access control, and database security. The CDD will work with the LDS Board and Agencies to ensure/follow their security regulations, network policies and confidentiality

5. **Operational requirements.** The CDD Administrator system will use SQL mirroring technology to run routine backups. A replica of the CDD database will be maintained to ensure that all functions in the production server can be recovered. Timestamps will be assigned for each data transaction and versions of the database will be created to enable “roll-back” if necessary. Only specific ports will be allowed for this function. The CDD will write programs or run procedures for scheduled or manual data connection and data processing as well as programs to automate the process of sending notifications, handling requests, and reporting data validation results.
6. **Technical specifications.** The system will use Windows Server 2012 with an ASP.NET (4.5) Framework and MS SQL Server 2012 for information storage and management. The record linkage and data analysis will run in a Windows operating system. SAS and other record linkage software (e.g. Link Plus) will be utilized for data processing purposes.

## Illinois CDD Administrator System Architecture



## Illinois CDD Administrator System Architecture



### B. End-user Priorities

Over the course of the next 18 month, the LDS Agencies will continue to focus on the five end-user priority areas identified in the original report:

1. Early Childhood
2. High School to College Success
3. Community College Feedback
4. Career Pathway Metrics
5. 60% by 2025 Metrics

For each of these areas, the following tables summarize:

- The agencies whose data is involved with reports and analysis in that area;
- The current status of work underway in that area;
- “Quick win” goals updated from the 2014 plan to complete by the end of calendar year 2015; and
- Updated longer-term objectives for the development of more detailed work plans.

Over the course of the next year, the LDS Agencies involved in each of the priority areas will build out a detailed work plan for that area and, if necessary, modify the longer-term objectives to reflect feasibility and staff and budgetary capacity.

Early Childhood	
Quick Win Focus	<ul style="list-style-type: none"> <li>• Expand the current DHS/ISBE data matching process to include information necessary for the Birth to 3 and 3-5 primary metrics included on the Illinois Early Childhood Dashboard designed by the Illinois Early Learning Council.</li> <li>• Develop plan for public reporting of key Dashboard indicators</li> </ul>
Longer-term Objectives	<ul style="list-style-type: none"> <li>• Incorporate Head Start data into the data sharing agreement.</li> <li>• Prioritize the data needed for the ELC research agenda curated by the DRE Committee</li> <li>• Determine how the ILDS can support workforce analysis within the early childhood field</li> </ul>

### High School to College Success

Quick Win Focus	• Include remediation information on the fall 2015 high school report card, including information on students moving into co-requisite versus traditional remediation models
	• Provide individual-level information on high school to success metrics to authorized district personnel through a secure ISBE-administered portal.
	• Review the Chicago Consortium on School Research's postsecondary performance metrics for possible expansion statewide.
	• Develop prototypes of other high school to college success metrics, such as freshman GPA and credit accumulation.
Longer-term Objectives	• Expand high school to college success reporting to include other metrics identified by the LDS Agencies.

### Community College Feedback

Quick Win Focus	• Produce NIU and U of I community college feedback reports.
Longer-term Objectives	• Produce reports for all Illinois public universities, and provide training on their use to universities and community colleges.

### Career Pathways Metrics

Quick Win Focus	• Complete and publish the Health Science Career Pathways analysis involving ISBE, ICCB, and IDES data
	• Complete data sharing agreements with three universities to extend the postsecondary education analysis beyond community colleges.
	• Obtain LDS Agency consensus on a framework to address additional cohorts analyzing adult and out-of-school youth outcomes.
Longer-term Objectives	• Complete and publish the analyses of the university and adult education cohorts.
	• Incorporate industry certification data obtained through Illinois' participation in the Certification Consortium.
	• Extend the analysis to other sectors beyond health care.
	• Define a preliminary career pathways research agenda.

### 60% by 2025

Quick Win Focus	• Develop a prototype Illinois supply and demand analysis through Illinois' participation in the NGA Talent Pipeline Academy.
	• Develop prototype reports for public university progress toward the 60% by 2025 goal.
Longer-term Objectives	• Publish the supply and demand and analysis and university reports.
	• Develop community dashboards with key education and workforce metrics to support local progress toward the 60% by 2025 goal.

In addition to these five focus areas, discussions with the LDS Agencies have identified the following possible priority topics for interagency data governance efforts during the upcoming year:

- Economic impact analysis of higher education systems
- Postsecondary education performance-based funding
- Gainful Employment Regulations
- Workforce Investment Opportunity Act metrics

The LDS Agencies will need to further review objectives and workplans for these additional areas.

## C. ILDS Governance and Committees

### 1. Creation of ILDS Website and Communication Strategy

An effective communication strategy is an essential component of an open mechanism of communication between stakeholders in the LDS process. During the past year, the importance of the development of a comprehensive communication strategy for LDS work was addressed through the development of a preliminary communications document which highlighted the structure, vision, and promise of LDS.

Due to transitions in both agency and governance board leadership, the further development of communications materials, including a strategy for an LDS web presence, has been impeded. Moving forward, the Governing Board will focus on the development of communications materials, including web content and design, following engagement with stakeholders on their communications priorities. The Governing Board will work to launch a new LDS website and series of communications materials by the end of third quarter 2015.

### 2. Convening of Committees

The LDS Governing Board established a preliminary list of committee members in April 2014, which included representatives from the LDS Agencies and external members. At this same time, the Governing Board also approved documents that highlighted each committee's charge and qualifications for membership. The Governing Board decided to not convene the committees with external membership due to the various discussions occurring with the General Assembly relating to data privacy legislation. Over the next several months, the Governing Board will revisit the charges of and membership of the committees and convene them.

## D. 18-month Schedule

As described in Section III.A of this Plan, the CDD Services and Master Client Index are scheduled to be completed and fully operational by September 30, 2015. The schedule for the performance of other LDS Functions, such as the development of the public reports and analytical portals, will be dependent on the development of more detailed work plans by the appropriate LDS Agencies.

## E. 18-month Budget

The budget for carrying out the LDS Functions can be divided into four categories:

1. CDD Administrator;
2. Intra-agency enhancements;
3. End-user services; and
4. Staffing of the Governing Board and its committees.

The FY 16 budget for the CDD Administrator is shown in Table 6, based on the final agreement between ISBE and NIU. Funding from federal SLDS and Early Learning Challenge funds have been committed for the FY 16 CDD Administrator budget.

Table 6 also includes an FY 16 budget for Governing Board and Committee staffing based on continuation of FY 15 staffing levels.

Over the course of the next 12 months, the LDS Agencies will determine the long-term funding needed for intra-agency enhancements and end-user services and the amount of any state appropriation that should be requested for FY 17.

**Table 6**

<b>FY 15/16 Budget: CDD Administrator and Governing Board/Committee Staffing</b>	
<b>A. CDD Administrator</b>	
<i>Budget from April 1, 2015 through June 30, 2016</i> • Staffing support, equipment, software	\$404,131.50
<b>B. Governing Board/Committee Staffing</b>	
<i>FY 16 Budget</i> • Staffing support based on continuation of FY 15 staffing levels	\$60,000

## IV. BENCHMARKING AGAINST THE P-20 LDS ACT

The P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (“P-20 LDS 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 LDS Act and summarizes the status of the agencies’ efforts against those requirements and expectations. The 2014 status is also included for comparative purposes.

Most of the P-20 LDS 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 IBHE

has received an appropriation of \$434,000 in State funds in FY 15 for longitudinal data system-related purposes. In addition, the agencies have not identified the amount of funding needed to fully address the requirements of the P-20 LDS Act.

Many of the expectations of the P-20 LDS 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 LDS Agencies can determine the extent to which the General Assembly’s priorities for a longitudinal education data system are being fulfilled.

**TABLE 7: Benchmarking Against the P-20 LDS Act**

<b>Agreement(s) to Link P-20 Education Records (105 ILCS 13/15(a))</b>		
<b>Act Requirement/Expectation</b>	<b>2014 Report Status</b>	<b>Current Status</b>
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 LDS Intergovernmental Agreement, effective as of June 30, 2013, also addresses the requirements of this Section of the Act.	Same as 2014
<b>ISBE Data Warehouse and System Elements (105 ILCS 13/15(c))</b>		
<b>Act Requirement/Expectation</b>	<b>2014 Report Status</b>	<b>Current Status</b>
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 has worked to build its data warehouse for several years, but progress was delayed due to performance issues with a prior contractor. ISBE has entered into a new contract that requires the vendor to fully implement a data warehouse meeting the requirements of the P-20 LDS Act by June 30, 2014.	Data warehouse completed that includes the ISBE Student Information System, the Educator Licensure Information System, the Employment Information System, and the Entity Profile System.
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 2014

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

Act Requirement/Expectation	2014 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>ISBE, ICCB, and IBHE are all seeking to reduce redundant data entry by school districts and institutions of higher learning. ICCB's sophisticated systems allow it to use data collected once for multiple purposes. ISBE has eliminated 11 data collections in the last 7 years and has initiated a process to further utilize individual-level collections to eliminate duplicative aggregate collections.</p>	<p>Same as 2014</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>The Illinois Report Card (<a href="http://illinoisreportcard.com">illinoisreportcard.com</a>) 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, contracted for completion by June 30, 2014, will provide 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.</p>	<p>The ISBE reports portal (<a href="http://www.illinoiseducationdata.com">www.illinoiseducationdata.com</a>) has been developed and content is being added to the site. The site is planned to be launched in December 2015. This reports portal launch is being planned in conjunction with the launch of the redesigned <a href="http://www.isbe.net">www.isbe.net</a>.</p>
<p>(3) Link data to instructional management tools that support instruction and assist collaboration among teachers and postsecondary instructors.</p>	<p>The Illinois Shared Learning Environment (ISLE) (<a href="http://www.ilsharedlearning.org">www.ilsharedlearning.org</a>) is a key State-funded initiative for delivering instructional management tools to front-line educators. Sponsored by ISBE and DCEO and developed in partnership with school districts and universities, ISLE is intended to drive academic achievement and career success for all lifelong learners in Illinois by enabling personalized learning through open and accessible technologies. ISLE provides an online platform that will empower educators and learners with integrated data and tools to support instruction and learning, including dashboards, learning maps, resource search tools, and collaboration features. ISLE is being launched in two pilot districts in spring 2014, and will be expanded to the 35 school districts participating in the State's Race to the Top application over the following two school years.</p>	<p>Almost all of the 35 Race to the Top school districts have integrated data with ISLE. Approximately 10 Illinois school districts will be utilizing the ISLE educator dashboard by the end of the 2015-16 school year, with planned scaling to additional school districts in the subsequent school year.</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 plans to include teacher and administrator unit record data in its data warehouse and will create reports on its reports portal to support this use.</p>	<p>ISBE is planning to include district funding reports and teacher/administrator reports on its district portal.</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 has sponsored the College Illinois Transcript Exchange (CITE). CITE enables high schools to send, at no cost, transcripts and other documents to Monetary Award Program (MAP) approved colleges and colleges in the Midwest Higher Education Compact. The system is also integrated with the online Common Application. In addition, as part of ISLE, DCEO, ISBE, and ISAC are collaboratively developing a robust student-facing portal that will include college and career exploration tools, financial planning tools, college planning and scholarship identification tools, and access to work-based learning and other career development resources. The ISLE student portal is expected to be piloted during the 2014-15 school year.</p>	<p>Phase I of the student portal has been completed by ISAC (see Table 3 for additional information).</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, 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.</p>	<p>Same as 2014</p>
<p>(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.</p>	<p>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.</p>	<p>Same as 2014</p>
<p>(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.</p>	<p>ISBE, ICCB, and IBHE all prepare numerous standardized and ad hoc reports for the General Assembly. The IllinoisData.com web site currently under development by NIU's Center for Government Studies will be able to inform the ILDS with applications providing data aggregation and reporting for a variety of areas (e.g. legislative, county, K-12, community college, and other districts). This capability will build on Census information and other publicly available databases containing demographic, economic, and social indicators. As ILDS information is geo-coded, it could be synched with this public data to provide more robust informational profiles for a range of geographic areas.</p>	<p>Same as 2014</p>
<p>(9) Allow the State Education Authorities to efficiently meet federal and State reporting requirements by drawing data for required reports from multiple State systems.</p>	<p>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 Postsecondary Education Data System (IPEDS) and other federal programs such as Perkins. IBHE is assessing its ability to use its recent institutional data collections for IPEDS purposes.</p>	<p>Same as 2014</p>
<p>(10) Establish a system to evaluate teacher and administrator preparation programs using student academic growth as one component of evaluation.</p>	<p>ISBE is contracting with an analytics tool provider to perform an initial investigation of the agency's data in this area.</p>	<p>pending</p>
<p>(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.</p>	<p>ICCB has shared data agreements with ISAC to track degree production for financial aid students. At-risk student degree attainment, i.e., student receiving financial aid, is an Illinois Community College System Performance Based Funding Metric. In addition, public reports and analytical tools developed for the following priorities (as discussed in Section III.A.3 of this Plan &amp; Report) will enable an evaluation of the relationships between financial aid and student outcomes: High School to College and Employment Success, Community College Feedback, Career Pathways Metrics, and 60% x 2025.</p>	<p>Same as 2014</p>
<p>(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.</p>	<p>The Early Childhood public reports and analytical tools discussed in Section III.A.3 of this Plan &amp; Report will address this use area.</p>	<p>Same as 2014</p>

(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's CTE Earnings and Employment web portal, discussed in Section III.A.3 of this Plan & Report, addresses this use area. As discussed in this Plan & Report, this web portal can be expanded and enhanced through LDS governance system activities.	Same as 2014
<b>External Evaluation (105 ILCS 13/40)</b>		
<b>Act Requirement/Expectation</b>	<b>2014 Report Status</b>	<b>Current Status</b>
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 2014

## CONCLUSION

The LDS Agencies have made substantial progress to establish the LDS 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, LDS governance is a continuous process of improvement. The LDS Agencies have established an aggressive set of priorities for the next 18 months which they hope will receive broad support and establish a clear direction for future activities.