Key Data Initiatives and Sources

The table below is meant to organize key Illinois data initiatives, reports, and sources relating to early learning, to help inform the work of Illinois early childhood stakeholders. Below that is a table summarizing some national data sources that may be useful to developing Illinois-specific resources.

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
Bodies and Tables			
Illinois Longitudinal Data System[1]	ILDS supplies a master client ID that allows for data linkages across state agencies.	The ILDS has early childhood as one of its priority areas and has initially focused on linking child-level data across preschool and child care to develop a distinct headcount.	The ILDS will be a critical resource to the development of any data that requires linking information about individual children or professionals across multiple state agencies.
Data, Research, and Evaluation Sub-Committee[2]	The Data, Research, and Evaluation (DRE) Sub-committee is the Early Learning Council's body for data-related issues.	The DRE is developing a data agenda, maintains the ELC research agenda, and works to solve discrete data-related problems, among other things.	How can DRE support the advancement of a data use agenda across a variety of stakeholders? What elements of the agenda require further development that the DRE can inform?
Midwest Early Childhood Research Alliance (MECERA)[3]	An AIR-led effort to conduct, interpret, and apply ECE research in the Midwest	Regular meetings to discuss data use opportunities and local and national data best practices; conducting some limited research at the direction of advisory group	Help provide some new research to inform policy; a limited forum to discuss how data can drive change
DRE/CSD Community Systems work group	An emerging group to develop recommendations for community-level data use capacity.	The DRE has recommended developing a toolkit for communities to support data use, and this group will help develop the toolkit.	What resources exist at the state level to support community-level data use? What capacities need to be developed at the community level?

[1] https://www.illinoisworknet.com/ILDS/Pages/default.aspx
[2] https://www2.illinois.gov/sites/OECD/EarlyLearningCouncil/Pages/DataResearchandEvaluation.aspx
[3] https://ies.ed.gov/ncee/edlabs/regions/midwest/Partnerships/midwest_early_childhood_education_research_alliance.aspx

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
PDAC Information and Trends Committee[4]	Identifying key research questions related to Gateways to Opportunity Illinois Professional Development System.	Can Joellyn Whitehead complete this and this and the opportunities section?	
City of Chicago data systems integration working group	An effort by the City of Chicago to create linkages among different agencies.	The design of this work is still under development.	A much richer picture of early childhood services in the City of Chicago.
Data Workgroup, Children's Cabinet Early Childhood Workforce Development project	A subgroup of the ECWD project made up of state agency data representatives and external stakeholders involved in ECE workforce data.	Performance measurement for Cabinet project strategies as well as support for workforce related research projects, including Innovation to Incubation.	Information on the state of the ECE workforce and how it may change in response to program and policy changes; incubator for future ECE workforce research.
Collaboration for Early Childhood (Oak Park)	Building a Unified Early Childhood database that merges data from more than 20 different systems that track the experiences of young children and their families.	The Collaboration presents detailed quarterly reports to the Intergovernmental Agreement Governing Board on efforts to track 11 different indicators via the Unified Early Childhood database and additional program activities.	Will enable the Collaboration and the school districts and communities of Oak Park and River Forest to monitor the impact of their work with children as they progress through elementary (and eventually high) school. How can its efforts on data sharing agreements, a longitudinal database design, and local indicates be leveraged by other local collaboratives and community-based organizations?

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[4] http://www.ilgateways.com/member-directory?view=memberdirectory&item=15

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
Data Sources and Resources			
Illinois Early Childhood Asset Map[5]	The Illinois Early Childhood Asset Map (IECAM) provides data on program availability and community demographics.	IECAM allows users to query by numerous different data elements and geographies, allowing for customized analysis of service provision.	IECAM can continue to expand the number of programs whose data are included. When data from multiple programs is linked it can provide more accurate information about service levels.
Risk and Reach	A data project led by Harris Foundation in partnership with other foundations to develop a "risk and reach" report compiling analysis of health, social, education and economic indicators in relation to state early childhood investments. Erikson Institute, IECAM, and The Fiscal Policy Center at Voices for Illinois Children will collaborate to produce the report, website and other relevant data tools for legislators and policy makers.	Modeled on similar reports that have been prepared in other states, this report will utilize IECAM data, American Community Survey of the U.S. Census, and various state agencies.	How can this report be additive to the existing landscape and support both increased funding and any needed policy changes? How can this report provide accurate cataloguing of risk and reach in our state via datasets that are difficult to use and analyze in concert?

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[5] http://iecam.illinois.edu/

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
Early Learning Council Data Dashboard[6]	The Early Learning Council developed a six-element dashboard to track critical indicators of early childhood system health.	The dashboard tracks access to high-quality early learning and infant health care, the strength of community systems, and kindergarten readiness.	How can the dashboard be used to support advocacy? Beyond the six primary indicators, what secondary indicators can be developed to tell a more detailed story?[7]
Racial Equity Data Dashboard	The Early Learning Council Executive Committee would like to develop a dashboard tracking equity.	The idea of the dashboard is still under development.	How can we use data to shine a light on the need for more equitable policies and practices, and to develop and implement those policies and practices? How can this dashboard complement the ELC dashboard and other information available on IECAM?
Advance Illinois' The State We're In[8]	A biannual report on key education indicators, including in early childhood.	Focuses on kindergarten readiness data (not yet available), with some enrollment data.	How can this report be used to inform policy change?
Kids Count Annie E. Casey Kids Count for Illinois[9]	Kids Count tracks data about Illinois children and families, sortable by different political divisions.	Includes data about demographics, employment, housing, public assistance, economic well-being, education, family characteristics, health, and safety	How can this data be used to inform policy change in Illinois?

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[6] http://iecam.illinois.edu/dashboard/

[7] The dashboard was specifically designed to focus on a small group of high-level indicators, and therefore includes only six categories of data. The original plan had been to complement those six indicators with a set of "secondary indicators" that provide a more detailed picture of how the system is doing. While meaningful work was done to identify potential secondary indicators that work trailed off and has not been included in the on-line dashboard.

[8] http://www.advanceillinois.org/publications/the-state-were-in/

[9] http://datacenter.kidscount.org/data#IL/2/0/char/0

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
Illinois Report Card[10]	An annually updated report on individual school performance.	K-12 data, including assessment results and demographic profiles.	How could early learning figure more prominently in the snapshot? In the report card? How will site-based expenditure reporting impact early childhood?
Illinois Labor Market Information[11]	An IDES database about the Illinois workforce	Key statistics regarding employment in the state	Viewing early childhood teacher data in a broader context
Gateways to Opportunity[12]	Database of nearly 100,000 professionals in the state		
Educator Licensure Information System, Illinois State Board of Education	ISBE's database housing educator licensure information for ISBE-funded educators P-12.	License, endorsement, certificate, and approval information for each educator	Inclusion in ILDS will provide an opportunity to link with Gateways for a more comprehensive portrait of ECE educators in Illinois.
ISBE Educator Supply and Demand Report[13]	Triennial survey regarding teacher hiring trends	Data about ISBE funded teachers disaggregated by numerous characteristics, professional specialty, and geography	Analyze the broader ISBE funded teaching field to consider implications for early childhood
IDHS Salary and Staffing Survey of Licensed Child Care Facilities	Biennial survey regarding early childhood educator trends in licensed settings	Descriptive statistics on licensed child care centers and licensed family child care homes, including capacity/enrollment, educator qualifications, educator salary, and turnover	Analyze greater characteristics of educators with information in INCCRRA

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[10] https://www.illinoisreportcard.com/
[11] http://www.ides.illinois.gov/lmi/Pages/default.aspx
[12] http://www.ilgateways.com/
[13] www.isbe.net/edsupplydemand

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
DRE Research Agenda[14]	A prioritized list of key research questions facing the Illinois early childhood community.	In addition to the prioritized list it has a compendium of questions raised by multiple committees. The prioritized list is currently being updated.	How can the state act on the prioritized questions, to develop answers and then use those answers to drive policy change?
Children's Cabinet Early Childhood Workforce Development project metrics dashboard	Tracks deliverables and project strategy metrics for the Cabinet project.	Metrics for strategies associated with early child educator pipelines and pathways statewide.	Real-time cross-agency measures of the state of the ECE workforce in Illinois and the effects of policy and program changes on that workforce.
One-Time Reports With Relevant Data			
The Youngest Illinoisans[15]	A 2014 McCormick-sponsored report by Child Trends on the condition of infants and toddlers.	Categories include demographics, child health and development, parental well-being, neighborhood and family context, and public/private supports	Should the report be updated? What data points from the report are most relevant to the Foundation's current strategy?
2017 Illinois Early Childhood Workforce Survey Report	First-ever survey of comprehensive sample of early childhood hiring managers across funding streams.	Information on basic program descriptors and hiring practices and experiences	Provides more well-rounded understanding of hiring practices across funding streams
Illinois' Early Childhood Education Workforce	INCCRRA report on Gateways Credential holders	Descriptive statistics on Gateways Credential holders demographics, education, credentials, wages, etc.	Provides insight into how Gateways Credential holders may differ from ISBE or IDHS early childhood educator populations specifically

[14]

https://www2.illinois.gov/sites/OECD/EarlyLearningCouncil/DRE%20Core%20Documents/DRE%20Research%20Agenda%20working%20copy%20as%20of%2012.12.15.pdf
[15] https://www.childtrends.org/publications/the-youngest-illinoisans-a-statistical-look-at-infants-and-toddlers-in-illinois/

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
The College Enrollment and Completion Patterns of Gateways Credential Holders	Report from IBHE, ICCB, INCCRRA, and GOECD on the postsecondary enrollment and completion patterns of educators with Gateways credentials.	Descriptive statistics for educators who engaged in either a 2- or 4-year postsecondary institution and attained a Gateways Credential	Expansion of timeframe as well as analysis of students who moved from 2- into 4-year institution would provide greater insight into early childhood educator pathways
Early Childhood Return on Investment Project	ISBE has contracted an NIU team to lead an ROI project funded through the Illinois Data FIRST grant from the U.S. Department of Education (ED).	A quantitative research design—comparative interrupted time series or difference in differences—using records from ISBE's Student Information System	Broadly, ISBE is interested in 1) the impact of funding choices made at the federal, state, and local level on program quality, stability, and student performance; and 2) the various cost savings resulting from publicly funded early learning programs in terms of later education human service investments.
Validation of the Preschool Development Grant – Expansion (PDG-E)	ISBE and GOECD have contracted an NIU team to validate the PDG-E funded through an ED grant.	A mixed methods approach utilizing PDG-E child- and site-level data as well as interviews with PDG-E site staff	Expects to validate Illinois' implementation of PDG-E—specifically, the goal of "ensuring quality in preschool programs"—as outlined in the state's initial grant application
Initiatives Leveraging and/or Generating Data			
KIDS (Kindergarten Individual Development Survey)[16]	A kindergarten assessment administered by teachers.	Collects information in multiple domains that can be used to inform instruction, and to give a statewide sense of kindergarten readiness.	How are key actors – including educators and policy – planning to utilize the data produced by kids to improve instruction and change policy, and what other opportunities for utilization and analysis exist?

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[16] https://www.isbe.net/kids

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
ExceleRate[17]	A rating system of early childhood programs, meant to inform parental choice and drive improvement efforts.	Programs are rated in tiers across multiple domains, including teaching & learning, family & community engagement, leadership & management, and qualifications & continuing education	How is ExceleRate being used to drive program improvement?
Children's Cabinet Workforce Data Project[18]	An effort by the Children's Cabinet to strengthen the early childhood workforce.	Alignment of pathways into the workforce, aligning required competencies, and improving retention	How can data inform the development and implementation of better workforce policies in Illinois?
ECBG Recompetition[19]	The State Board of Education is recompeting preschool grants to providers across the state.	IECAM is providing data about the level of community need, which must be addressed in grant applications.	How can the state's funding portfolio be updated to reflect the areas of the state with the greatest need?

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[17] http://www.excelerateillinois.com/
[18] https://www2.illinois.gov/sites/children/Pages/earlychildhoodworkforce.aspx
[19] https://www.isbe.net/Pages/Preschool-For-All.aspx; http://iecam.illinois.edu/planning/

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
Erikson Institute Early Development Instrument[20]	The Early Development Instrument (EDI) a population measure that gauges the development of young children within the context of their community and measures the ability of a child to meet age-appropriate developmental expectations in five developmental domains.	Kindergarten teachers administer a survey to measure the ability of a child to meet the age appropriate developmental expectations in the following give domains: Physical Health and Well-being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication Skills and General Knowledge. The results, or the data, is aggregated and mapped according to where students live in the community.	What kinds of change does EDI inform? How can the effort be scaled statewide?
Children's Home and Aid Children's Budget	An effort to report on the full scope of state spending on young children.	Being revisited based on feedback from the Early Learning Council Executive Committee.	Is this a useful advocacy tool? If so, what is its purpose, and how can it best accomplish that purpose?
Cost Modeling Project	Action is researching and proposing the cost of universal preschool for four-year-olds		

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[20] https://www.erikson.edu/research/early-development-instrument-edi-pilot-project/

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
Child Find Project Data Collection Mappings	Child Find has partnered with the Illinois Early Childhood Asset Map (IECAM) to display, through geo-mapping, where developmental screenings are occurring as reported on the updated Data Collection Form (in 2016).	• Total Screened by CFC region • Total Referred by CFC region • Total Screened by Zip Code • Total Referred by Zip Code	As state agencies, programs, and communities continue to employ developmental screenings as a tool to support children's development and school readiness, these mappings visually display areas in the state that might be underreporting screenings and need additional supports to increase screenings and referrals. Further, the wide dissemination of the mappings raise awareness of Child Find which may lead to better reporting by both entities and CFCs.
IFF Needs Assessment	A mapping of the need for early childhood services.	An advisory group is working on identifying key elements.	How is this additive to what IECAM already provides?
Research Capacity			
Consortium on School Research[21]	The Consortium provides detailed research reports on key topics relating to Chicago Public Schools.	The Consortium has substantially influenced CPS' policies over the years by focusing on policy-relevant topics.	Are there key early learning decisions the Consortium could study to impact Chicago's service delivery?
Chapin Hall	Policy research organization at the University of Chicago	Impact areas include child welfare, community capacity, and youth homelessness. It also houses Chicago-specific and Oak Park-specific ECE data.	Can its research team tackle any of the Research Agenda priority questions? Can any of its database design and infrastructure be leveraged to advance creation of high quality longitudinal data?

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[21] https://consortium.uchicago.edu/

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
Education Systems Center	Policy research organization at Northern Illinois University	EdSystems works with partners to establish structures and relationships for using data across multiple agencies, and helps to define priorities and build consensus for why data is collected, merged, and reported.	EdSystems staffs the Illinois Longitudinal Data System Governance Board and ensures that priorities for data system development in Illinois are aligned with best practice.
Illinois Network of Child Care Resource & Referral Agencies	Non-profit administering the Gateways to Opportunity and ExceleRate systems	INCCRRA collects, maintains and reports statistical information related to child care supply, demand and quality across the state. Information is provided to state government, community planners, policy makers and human service organizations to help identify and address the child care needs of Illinois children and families.	How can INCCRRA's data be leveraged more effectively to inform policy change and practice?
Statewide Research Consortium	An emerging entity that will conduct relevant research to inform Illinois policy and practice.	Still more than a year away from being operational; a steering committee provided input into its design.	How will early childhood fit into its broader research agenda?
National Technical Assistance			
Early Childhood Data Collaborative[22]	A national resource to states developing early childhood data systems.	Provides some materials to support advocacy; does periodic surveys of state progress on data system development.	Learn best practices from other states that may be relevant here.

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[22] http://www.ecedata.org/

Data Initiatives, Reports, and Sources	What Is It?	Key Elements	Opportunities
Build Initiative	National organization supporting systems building in early childhood	The BUILD Initiative supports state leaders in their efforts to strengthen their early childhood data systems and make better use of existing data by providing resources and opportunities for peer learning about what is working in states.	Illinois is a BUILD state. Are there projects or initiatives we would like the BUILD team to take up? What capacities can BUILD offer that would assist us in our work?
National Governors Association	National association of governors whose Center for Best Practices provides state by state support, grants, and technical assistance.	NGA provides information, research, policy analysis, technical assistance and resource development for governors and their staff in the areas of early childhood, K-12 and postsecondary education, including a focus on connections across age ranges.	Are there resources available through NGA that the Governor's Office can mobilize to help support the Early Learning Council's data agenda?
The Heckman Equation[23]	The Heckman Equation produces materials and resources that explain the importance of early learning as a public investment strategy.	The Heckman Equation's website includes numerous papers, videos, and other resources designed to explain the impact of investment in high-quality early learning.	Are there kinds of analyses suggested by the Heckman Equation's resources that would inform the DRE's work?

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[23] https://heckmanequation.org/

National Data Sources

Organization	Useful Resources
Annie E. Casey Foundation Kids Count[24]	The national version of the Illinois initiative noted above.
The Association of State and Tribal Home Visiting Initiatives[25]	ASTHVI compiles state and tribal fact sheets here: http://asthvi.org/membership/state-home-visiting-fact-sheets/. Some of these are done by the state (like Illinois), and some are done by HRSA. In all cases, please note that they only "count" evidence-based models as approved by HRSA through HomVEE so, for example, the numbers served in Illinois do not include families served through the BabyTALK model.
Center for Law and Social Policy (CLASP)[26]	Produces fact sheets on child care and Head Start spending; tracks other data about families, income, employment, and health.
Child Trends[27]	Produces research reports; databank topics include child welfare, early childhood, education, families and parenting, health, Hispanic populations, poverty, social and emotional learning, teen pregnancy, and youth development
Assets and Opportunity Local Data Center[28]	Tracks family financial assets and banking information
Forum on Child and Family Statistics[29]	Tracks data on family environments, economic circumstances, health care, physical environment, behavior, education, and health.
National Center for Education Statistics[30]	The definitive source of federal education data, with a heavy emphasis on K-12 and higher education.
National Center for Children in Poverty[31]	Demographic information about children in poverty, including state profiles with information about health and early childhood education.
National Home Visiting Resource Center[32]	NHVRC puts together an annual yearbook report on home visiting: https://www.nhvrc.org/yearbook/2017-home-visiting-yearbook/. They're working on the next iteration, but the most recent was in 2017.

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[24] http://www.aecf.org/work/kids-count/

[25] http://asthvi.org/

[26] https://www.clasp.org/

[27] http://www.childtrends.org/our-research/indicators/

[28] http://localdata.assetsandopportunity.org/map

[29] www.childstats.gov

[30] www.nces.ed.gov

[31] http://www.nccp.org/topics/childpoverty.html

[32] https://www.nhvrc.org/

National Institute for Early Education Research (NIEER)[33]	Tracks data about enrollment in early childhood programs, particularly pre-k but also Head Start and child care.
Organisation for Economic Co-Operation and Development (OECD)[34]	International comparisons on a wide range of topics, including demographics and education.
U.S. Census: American Community Survey[35] **and Survey of Income and Program Participation**[36]	Survey data about the U.S. Population.
Center for the Study of Child Care Employment, UC Berkeley[37]	Policy research institute aimed at improving how our nation prepares, supports, and rewards the early care and education workforce.
U.S. Department of Health and Human Services, Administration for Children and Families[38]	Provides data about ACF programs, including on the Temporary Assistance for Needy Families (TANF) program.
One-time reports on indicators that are not annually updated	
Achieve, Inc.[39]	Creating a P-20 Continuum of Actionable Academic Indicators of Student Readiness (2013), which includes kindergarten readiness and early-grades reading and math
First Focus[40]	America's Report Card 2012: Children in the U.S. (2012), including categories like early childhood education, child care, health, housing, poverty and economics, and more
Foundation for Child Development[41]	A composite index of child well-being (2012), available for purchase in book form
FSG	Markers that Matter: Success Indicators in Early Childhood (2013), with 48 indicators listed based on expert reviews

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[33] http://nieer.org/

[34] http://stats.oecd.org/

[35] https://www.census.gov/programs-surveys/acs/

[36] http://www.census.gov/sipp/

[37] http://cscce.berkeley.edu/

[38] https://www.acf.hhs.gov/

[39] https://www.achieve.org/publications/creating-p-20-continuum-actionable-academic-indicators-student-readiness

[40] https://firstfocus.org/resources/report/americas-report-card-2012-children-in-the-us

[41] www.fcd-us.org; https://www.fcd-us.org/the-well-being-of-americas-children-developing-and-improving-the-child-and-youth-well-being-index/