

**Illinois Early Learning Council
Data Use Case Examples**

The attached table provides some data use cases developed by members of the early learning community for consideration by the Data Privacy Working Group. The first two use cases were specifically prioritized by the Illinois Early Learning Council’s Data, Research, and Evaluation Committee, and we encourage the Working Group to focus on those two use cases. The additional use cases are included to provide some perspective on the data issues facing the early learning field; these have been consolidated from multiple sources and have not been edited for content (including potential overlap with other submissions).

The two use cases prioritized by the Committee were identified for the following reasons:

- They represent uses of data that have been previously identified by the Committee as important.
- They both focus on an essential aspect of early learning data usage: it requires multi-agency data coordination. This can raise different privacy and security concerns than work within an individual data system. For example, our first priority – coordinating enrollment data across programs – will lead to many products that include de-identified, aggregated data raising no privacy concerns, but the process of developing that data will require linking individually identifiable data across agencies, which requires privacy and security protections during the development process and in administering the linkages.
- Our first example was chosen primarily for its impact on policy, although as noted it has potential impacts on practice as well; the second example was chosen because of its potentially deep impact on practice.
- The intention of this document is to be illustrative rather than exhaustive. These examples were chosen in part because we thought they raised key principles that could be applied to numerous other potential use cases.

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>1. Identify unduplicated head count of all children served in birth-to-five in publicly-funded programs.</p>	<p>Identify service levels to mobilize resources</p> <ul style="list-style-type: none"> • Identify gaps in service • Utilize resources more effectively • Understand the demographics of children being served by multiple programs (reconciling different modes of tracking demographic information) • Compare to Census data to understand demographics of children not served by programs <p>Provide valuable information to K-12 educators about early childhood experiences</p> <ul style="list-style-type: none"> • Help K-12 leaders know what experiences their kindergartners have had <p>Coordinate services between providers</p> <ul style="list-style-type: none"> • Identify communities where services are well coordinated, and communities where they are not – then draw lessons to help communities improve • Facilitate coordination within birth to five and between early learning and K-12 <p>Compliance</p> <ul style="list-style-type: none"> • For state and federal program requirements, providers will be able to show how many kids are being served by their programs 	<p>Holders:</p> <ul style="list-style-type: none"> • ISBE/school districts • Head Start/Early Head Start • Department of Family and Support Services • DHS • Maternal, Infant, and Early Childhood Home Visiting (Governor’s Office of Early Childhood Development (OECD)) • Ounce of Prevention <p>Users:</p> <ul style="list-style-type: none"> • State agencies • Legislators, elected officials • Early childhood providers • Researchers and evaluators • Community Collaborations • Early childhood professionals/educators • K-12 educators • Parents/families <p>While many of these users would not need access to identifiable data, cross-agency data sharing would require the use of identifiable data to create the unduplicated count.</p>

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>2. Share (individual child and program) assessment data from early childhood program(s) to school district when child enters kindergarten; share kindergarten data back to early childhood programs</p> <p><i>Note: In early childhood, “assessment data” means data drawn from a broad set of developmentally appropriate assessments. The Race to the Top-Early Learning Challenge used the following definition of “Comprehensive Assessment System”:</i></p> <p><i>Comprehensive Assessment System</i> means a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children's learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood.</p> <p>A Comprehensive Assessment System includes, at a minimum—</p> <ul style="list-style-type: none"> (a) Screening Measures; (b) Formative Assessments; (c) Measures of Environmental Quality; and (d) Measures of the Quality of Adult-Child Interactions. 	<p>Inform K-2 educational strategies and practices based on child’s prior experiences</p> <ul style="list-style-type: none"> • Teachers or teams of teachers using data to tailor instruction and identify supports needed by particular students <p>Inform early childhood educational strategies and practices based on school-based assessments</p> <ul style="list-style-type: none"> • Multiple providers share information to inform professional development and practice – within K-2, within early childhood, and across the two <p>Support communication between school, early childhood programs, and families</p> <ul style="list-style-type: none"> • Facilitate communication between the professionals at the school, in early childhood programs, and families <p>Supports effective transition practices</p> <ul style="list-style-type: none"> • Allows K-12 leaders to plan for incoming students • Help with moving children from Part C to special education <ul style="list-style-type: none"> ○ Able to track which kids got screened 0-3 and which kids got screened 3-5 <p>Workforce Development</p> <ul style="list-style-type: none"> • Know which teachers are teaching which kids • Access to teacher information and program monitoring data for coaching/quality improvement efforts 	<p>Holders:</p> <ul style="list-style-type: none"> • ISBE/school districts • DHS/INCCRRA • Head Start/Early Head Start • Department of Chicago Department of Family and Support Services • Maternal, Infant, and Early Childhood Home Visiting (Governor’s Office of Early Childhood Development (OECD)) • Ounce of Prevention <p>Users:</p> <ul style="list-style-type: none"> • K-2 grade teachers • Early childhood professionals/educators • School specialists • Principals • Quality Specialists/Quality Improvement Coaches

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
3. Identify unduplicated head count across Head Start and Early Childhood Block Grant-funded preschool programs	<ul style="list-style-type: none"> • Identify actual service levels in community to mobilize resources. • Provide valuable information to K-12 educators about early childhood experiences. • Coordinate services between providers 	<ul style="list-style-type: none"> • ECBG providers • Head Start providers • ISBE • K-12 schools? • Other?
4. Identify number of children in programs of different quality ratings	<ul style="list-style-type: none"> • Knowing the number of children served in particular quality rating programs • Ability to do research later associating later outcomes with children having been in programs of different quality 	<ul style="list-style-type: none"> • INCCRRA • ISBE • Researchers
5. Identify number of children receiving special education services by site; distinguish between inclusive and self-contained classrooms	<ul style="list-style-type: none"> • Foster inclusion 	<ul style="list-style-type: none"> • ISBE
6. Identify the take-up rates of Head Start, Pre-K, subsidized child care (center- and home-based) by geography (census tract) and demographic characteristics	<ul style="list-style-type: none"> • Identify groups of families and places where use of programs is below average and families are not benefitting from ECE • Makes clear where outreach is needed and for whom • Also makes clear who should be doing the outreach • May lead to re-distribution of ECE slots 	<ul style="list-style-type: none"> • ISBE • DHS • School districts • DFSS • Community agencies (partners)
7. Identify school outcomes (daily attendance, grades, 3rd grade test scores, special education supports) for children who have used different types of ECE	<ul style="list-style-type: none"> • Learn what types of ECE are better in preparing families for school • Leads to intervention prior to Kindergarten entry with families whose children have poor outcomes—some providers may need to emphasize school readiness tasks more or identify children who may have special needs 	<ul style="list-style-type: none"> • School districts • DHS • ISBE <p>Users:</p> <ul style="list-style-type: none"> • Community Partners/providers (child care and preschool sites not part of school districts)
8. Electronically track child assessment data within program/classroom	<ul style="list-style-type: none"> • Provide trend information on child progress • Inform effective instructional practices 	<ul style="list-style-type: none"> • Providers

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>9. Identify utilization of ECE by vulnerable families (those reported for abuse or neglect, families with mental health or substance abuse problems, families with arrested family members)</p>	<ul style="list-style-type: none"> • Are families with the greatest needs being served? • Engage other systems to ensure that 3-5 year olds attend ECE 	<ul style="list-style-type: none"> • HFS to identify Medicaid utilization of mental health and substance abuse • State Police to identify families with arrest • DHS to identify low-income families who are most vulnerable (SNAP/TANF population) • DCFS child protections data
<p>10. Count and provide tracking identifier for families receiving home visiting services within a given geographic area</p>	<ul style="list-style-type: none"> • Coordinate referrals between home visiting providers for geographic service efficiency • Coordinate referrals by local human services and governmental bodies to utilize full capacity in the system • Coordinate developmental screening and EI referrals to avoid multiple screens • Track efficacy of programs through impact on 3rd grade success, HS graduation, etc. • Identify underserved areas • K-12 system can plan ahead for future staffing needs • Ensure all children find spaces in 3-5 programs 	<ul style="list-style-type: none"> • ROE, Parents as Teachers • Other Parents as Teachers providers • Teen Parent Connection • Early Head Start programs • MIECHV • Healthy Families Illinois • Parents Too Soon • Doula programs • Nurse Family Partnership programs • K-12 schools can use data to assess effectiveness of home visiting intervention: Home visiting programs will need K-12 outcomes—test scores, enrollment in special education, graduation, on-track in 9th grade—to track improvement
<p>11. Provide real time counts of the number of live births by zip code</p>	<ul style="list-style-type: none"> • Enables effective planning at all levels across all agencies providing early childhood services • Enables faster uptake of children into home visiting programs and other programs aimed at supporting vulnerable children from birth 	<ul style="list-style-type: none"> • DHS • ISBE • DCFs • Local school districts • Local Community service providers including home visiting programs

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>12. Early Detection Instrument (Administered by kindergarten teachers, used as community dashboard, with population-level aggregated data -- a pilot supported through the Erikson Institute may be in use this year.)</p>	<ul style="list-style-type: none"> • A tool to inform the local community about progress toward kindergarten readiness for all students in 5 domains in order to motivate collaboration among many partners 	<ul style="list-style-type: none"> • K-12 schools hold and use data • Erikson or local partner may also hold data • Community partners use data to improve system of early childhood supports and engage local civic and governmental organizations
<p>13. Count of EI referrals by zip code, and count of number of children evaluated, number found eligible, and number for whom services were provided; referral source should learn whether family contacted EI and follow up as needed if not.</p>	<ul style="list-style-type: none"> • To monitor whether all children are being screened, to know whether identifying and training additional screening providers is needed • To provide follow-up to referrals if eligible children are not receiving supportive services • To coordinate transition to Early Childhood Special Education and non-educational therapies at age 3 	<ul style="list-style-type: none"> • CFC offices hold data • Medicaid and private insurers hold data on screenings reimbursed and payment for services. • Screening sources, including clinics, private physicians, home visiting programs, Easter Seals online, child care centers, preschools. • K-12 schools have data on EI transition • K-12 schools can confirm whether children served through EI 0-3 received special education services later in K-12 years
<p>14. Identify and share child and parent demographics including date of birth, number of prior births, race, ethnicity, primary language spoken</p>	<ul style="list-style-type: none"> • Provide information to the state and programs about the characteristics of home visiting families. 	<ul style="list-style-type: none"> • Governor’s Office of Early Childhood Development • ISBE • DHS • EHS
<p>15. Identify total funding dollars for home visiting across MIECHV, ISBE, DHS and Early Head Start home visiting programs</p>	<ul style="list-style-type: none"> • Provide information to the state on the provision of home visiting dollars. 	<ul style="list-style-type: none"> • Governor’s Office of Early Childhood Development • ISBE • DHS • EHS

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>16. Share (de-identified child) assessment data from Head Start, PFA, and/or community based early childhood programs to school district when child enters Kindergarten</p>	<ul style="list-style-type: none"> • Provide information to the state about effectiveness of early childhood programs on child’s longer term trajectory 	<p>Holds:</p> <ul style="list-style-type: none"> • ISBE • Head Start • CBO providers <p>Uses:</p> <ul style="list-style-type: none"> • State administrators • Researchers and evaluators
<p>17. Link program and teacher characteristics to longitudinal child data</p>	<ul style="list-style-type: none"> • Provide information to the state about program and teacher characteristics and practices that relate to better child outcomes • Inform state’s and school districts’ efforts to improve program and workforce development 	<p>Holds:</p> <ul style="list-style-type: none"> • ISBE • Head Start • DCFS • INCCRRA <p>Uses:</p> <ul style="list-style-type: none"> • State administrators • Researchers and evaluators • School districts
<p>18. Identify count of newborns, including number eligible for home visiting services</p>	<ul style="list-style-type: none"> • Important to know the number eligible to determine whether all have been offered services • Important to know whether immunizations and developmental screenings have reached all children • 	<p>Sources of data:</p> <ul style="list-style-type: none"> • County-level birth records • WIC offices • Hospitals • Doula programs • Ob/Gyn practices • Pediatric and Family Practice offices <p>Users of data:</p> <ul style="list-style-type: none"> • WIC • Early Head Start • EI • Home visiting programs <p>K-12 schools could use for demographic projections and staff planning</p>

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>19. Access to teacher information and program monitoring data for coaching/quality improvement efforts</p>	<ul style="list-style-type: none"> Facilitate program/quality improvement 	<p>Holds:</p> <ul style="list-style-type: none"> ISBE/contractors DHS/contractors INCCRRA <p>Use:</p> <ul style="list-style-type: none"> Coaches Quality Specialists
<p>20. What are the per-child costs of program models that draw on multiple different funding streams (Early Childhood Block Grant, child care, Head Start, special education, and others)?</p>	<ul style="list-style-type: none"> Identifying program practice in utilizing multiple funding streams to meet the needs of children, and helping to identify best practices to inform program-level choices. Helping policymakers understand potential barriers to best practices in the design of each individual funding stream. Allowing policymakers and researchers to study the interplay of different funding streams. 	<ul style="list-style-type: none"> Multi-funding stream providers ISBE DHS
<p>21. Share unduplicated head count of children and parents served through home visiting across MIECHV, ISBE, DHS and Early Head Start home visiting programs.</p>	<ul style="list-style-type: none"> Provide information to the state on the provision of home visiting dollars. 	<ul style="list-style-type: none"> Governor’s Office of Early Childhood Development ISBE DHS EHS
<p>22. Identify count of new adoptions, including foreign adoptions, and ages of adoptees within a geography</p>	<ul style="list-style-type: none"> To add to newborn count to get total number of children in area to plan services) 	<ul style="list-style-type: none"> Court records
<p>23. Identify and share measures regarding visit frequency/dosage across home visiting funders (i.e. number of visits, inter-visit interval, service duration, reasons for service termination)</p>	<ul style="list-style-type: none"> Provide process measures important for decision making and Continuous Quality Improvement for the state and home visiting programs. Provide information to the state about practices that relate to better outcomes. 	<ul style="list-style-type: none"> Governor’s Office of Early Childhood Development ISBE DHS EHS

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>24. Identify and share measures for recognition of and appropriate referral for domestic violence, substance abuse, mental health</p>	<ul style="list-style-type: none"> • Provide process measures for data driven decision making and Continuous Quality Improvement for the state and home visiting programs. • Provide information to the state about effectiveness of home visiting programs. 	<ul style="list-style-type: none"> • Governor’s Office of Early Childhood Development • ISBE • DHS • EHS
<p>25. Identify and share measures of maternal and child health across home visiting funders (i.e. inter-pregnancy interval, tobacco use, inter-conception care, maternal depression, well child visits, prenatal care, breastfeeding)</p>	<ul style="list-style-type: none"> • Provide process measures for data driven decision making and Continuous Quality Improvement for the state and home visiting programs. • Provide information to the state about effectiveness of home visiting programs. 	<ul style="list-style-type: none"> • Governor’s Office of Early Childhood Development • ISBE • DHS • EHS
<p>26. Identify and share measures of child safety across home visiting funders (i.e. child maltreatment, emergency room visits)</p>	<ul style="list-style-type: none"> • Provide measures for data driven decision making and Continuous Quality Improvement for the state and home visiting programs. • Provide information to the state about effectiveness of home visiting programs. 	<ul style="list-style-type: none"> • Governor’s Office of Early Childhood Development • ISBE • DHS • EHS • Administrative data (DCFS)
<p>27. Identify and share measures of school readiness and healthy development across home visiting funders (i.e. parent support for child learning and development, developmental screens)</p>	<ul style="list-style-type: none"> • Provide measures for data driven decision making and Continuous Quality Improvement for the state and home visiting programs. • Provide information to the state about effectiveness of home visiting programs. 	<ul style="list-style-type: none"> • Governor’s Office of Early Childhood Development • ISBE • DHS • EHS
<p>28. Establish number, location, and scores of scores of preschools, child care programs, and Head Start programs participating in ExceleRate and correlate information with child outcomes/assessments at kindergarten entry for children enrolled in the programs</p>	<ul style="list-style-type: none"> • Help to determine if IL quality rating system is leading to improved outcomes for children at kindergarten entry • Identify areas for change or improvement in the IL quality rating system • Determine where engagement in ExceleRate is low and why • Help guide development and increase access to credentialing, higher ed. programs and coaching 	<ul style="list-style-type: none"> • DHS • ISBE • School districts • INCCRRA and its regional contractors, child care center/Preschool/Head Start providers (users of data) • Higher Ed

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>29. Identify total number of teachers granted licensure who graduated with endorsements in both early childhood and bilingual by language; identify total number of teachers granted licensure who graduated with endorsements in early childhood and English as a Second Language; identify an unduplicated number of teachers granted licensure who have endorsements in early childhood, bilingual by language, and English as a Second Language</p>	<ul style="list-style-type: none"> • Identify actual supply of recent teacher graduates who could participate in bilingual/ESL early childhood programming, particularly to meet the requirements of Part 228 (Transitional Bilingual Education) • Provide valuable information to early childhood providers in regards to how each endorsement can serve different language programs. While there has been a recent and commendable increase in teacher graduates with the ESL endorsement, there is a persistent and large gap in the number of early childhood educators with a bilingual endorsement. If the data is disaggregated, the public is able to better understand the number of appropriately credentialed teachers in order to be in accordance with the law regarding native language instruction. • This information will enable school decision-makers and teacher preparation programs to better understand gaps and needs in the state’s early childhood workforce. Armed with better information, it is the hope that teacher preparation programs adjust their programming and recruitment strategies to better meet the needs of Illinois educator workforce along with ensuring the marketability of their recent graduates. 	<ul style="list-style-type: none"> • Traditional and alternative route teacher preparation programs who grant teacher licensure

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>30. Identify:</p> <ul style="list-style-type: none"> A) the total number of teachers assigned to a Preschool for All classroom; B) the total number of teachers who have a bilingual endorsement by language; C) the total number of teachers who have an ESL endorsement; D) the unduplicated number of teachers who have both a bilingual and an ESL endorsement; E) the gap between the total number of teachers who have a bilingual or ESL endorsement and the total number required to meet the credential requirements associated with bilingual preschool; F) the total number of staff who speak a language other than English who are employed to assist in instruction in a preschool program but do not hold a professional educator license 	<ul style="list-style-type: none"> • This data would provide the state with valid and reliable information on the number of early childhood teachers in Preschool for All programs who are assigned to provide instruction to English learners. • This data would illustrate the demand for bilingual/ESL credentialed early childhood teachers throughout the state with the intent of informing policy and teacher preparation. 	<ul style="list-style-type: none"> • ECBG providers • ISBE
<p>31. Identify and share indicators of Family Economic self-sufficiency across home visiting funders (Need for or receipt of public assistance, Education status)</p>	<ul style="list-style-type: none"> • Provide process measures for data driven decision making and Continuous Quality Improvement for the state and home visiting programs. • Provide information to the state about effectiveness of home visiting programs. 	<ul style="list-style-type: none"> • Governor’s Office of Early Childhood Development • ISBE • DHS • EHS • Administrative data?

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>32. Establish number, location, and scores of scores of preschools, child care programs, and Head Start programs participating in ExceleRate and correlate information with child outcomes/assessments at kindergarten entry for children enrolled in the programs</p>	<ul style="list-style-type: none"> • Help to determine if IL quality rating system is leading to improved outcomes for children at kindergarten entry • Identify areas for change or improvement in the IL quality rating system • Determine where engagement in ExceleRate is low and why • Help guide development and increase access to credentialing, higher ed. programs and coaching 	<ul style="list-style-type: none"> • DHS • ISBE • School districts • INCCRRA and its regional contractors, child care center/Preschool/Head Start providers (users of data) • Higher Ed
<p>33. Identify unduplicated count of homeless (homeless, living in shelter, or in “doubled” up housing)children served by CCAP, PFA/PI, and Head Start/EHS programs</p>	<ul style="list-style-type: none"> • Identify actual service to priority populations as defined by the Early Learning Council All Families Served Subcommittee • Provide valuable information to state administrators of funding about the characteristics of children served by their programs • Increase knowledge to optimize outreach efforts to serve the state’s priority populations 	<ul style="list-style-type: none"> • ECBG providers • Head Start providers • ISBE • CPS • DCFS • IDHS for child care
<p>34. Identify unduplicated count of children from the child welfare system (currently or has been in foster care, live in adoptive families, or has active or family has past DCFS reports/investigations for abuse) served by CCAP, PFA/PI, and Head Start/EHS programs</p>	<ul style="list-style-type: none"> • Identify actual service to priority populations as defined by the Early Learning Council All Families Served Subcommittee • Provide valuable information to state administrators of funding about the characteristics of children served by their programs • Increase knowledge to optimize outreach efforts to serve the state’s priority populations 	<ul style="list-style-type: none"> • ECBG providers • Head Start providers • ISBE • CPS • DCFS • IDHS for child care

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>35. Identify unduplicated count of children of teen parents (Mother was age 19 or younger at time of child’s birth) served by CCAP, PFA/PI, and Head Start/EHS programs</p>	<ul style="list-style-type: none"> • Identify actual service to priority populations as defined by the Early Learning Council All Families Served Subcommittee • Provide valuable information to state administrators of funding about the characteristics of children served by their programs • Increase knowledge to optimize outreach efforts to serve the state’s priority populations 	<ul style="list-style-type: none"> • ECBG providers • Head Start providers • ISBE • CPS • DCFS • IDHS for child care
<p>36. Identify unduplicated count of children in poverty (100% FPL) or deep poverty (50% FPL) served by CCAP, PFA/PI, and Head Start/EHS programs</p>	<ul style="list-style-type: none"> • Identify actual service to priority populations as defined by the Early Learning Council All Families Served Subcommittee • Provide valuable information to state administrators of funding about the characteristics of children served by their programs • Increase knowledge to optimize outreach efforts to serve the state’s priority populations 	<ul style="list-style-type: none"> • ECBG providers • Head Start providers • ISBE • CPS • DCFS • IDHS for child care
<p>37. Identify unduplicated count of children transitioning from Early Intervention to preschool or Early Childhood Special Education; child has IFSP or IEP; child has a vision or hearing disability children served by CCAP, PFA/PI, and Head Start/EHS programs</p>	<ul style="list-style-type: none"> • Identify actual service to priority populations as defined by the Early Learning Council All Families Served Subcommittee • Provide valuable information to state administrators of funding about the characteristics of children served by their programs • Increase knowledge to optimize outreach efforts to serve the state’s priority populations 	<ul style="list-style-type: none"> • ECBG providers • Head Start providers • ISBE • CPS • DCFS • IDHS for child care

Data Usage	Benefit of Data Usage	Who Holds or Uses the Data?
<p>38. Identify unduplicated count of resides in a household in which no member 14 years old and over speaks only English; all household members 14 years old and over have at least some difficulty with English served by CCAP, PFA/PI, and Head Start/EHS programs</p>	<ul style="list-style-type: none"> • Identify actual service to priority populations as defined by the Early Learning Council All Families Served Subcommittee • Provide valuable information to state administrators of funding about the characteristics of children served by their programs • Increase knowledge to optimize outreach efforts to serve the state’s priority populations 	<ul style="list-style-type: none"> • ECBG providers • Head Start providers • ISBE • CPS • DCFS • IDHS for child care