



# Annual Report on the Governor's Cabinet on Children and Youth

12/29/2017

## Table of Contents

Introduction .....	2
Executive Order 2016-3: the Creation of the Children’s Cabinet .....	2
Members of the Children’s Cabinet.....	3
Children’s Cabinet Meetings.....	3
The Work of the Cabinet.....	5
Children’s Cabinet Vision .....	5
Project Based Approach.....	5
Children’s Cabinet Projects.....	6
Reducing Childhood Lead Burden.....	7
Project Goals .....	7
Project Accomplishments: 2017 .....	8
Project Team .....	11
Early Childhood Workforce Development .....	11
Project Goals .....	12
Project Accomplishments: 2017 .....	13
Project Team .....	15
Workforce Readiness Through Apprenticeship and Pathways (W.R.A.P.) .....	16
Project Goals .....	16
Project Accomplishments: 2017 .....	17
Project Team .....	22
Data Dashboard .....	22
Project Goals .....	23
Project Accomplishments: 2017 .....	23
Project Team .....	24
Conclusion.....	25

## **Introduction**

The State of Illinois' education and health and human services systems need a cohesive strategy to address the wellbeing and success of our young people, who are the future of our state. Seventeen State agencies oversee some aspect of preparing children and teenagers for adulthood. As a result, families that need State assistance must seek that help in a piecemeal fashion. Our inefficient, fragmented system not only wastes money but also falls short of preparing our children and youth for a successful, happy future.

We must now begin to address the needs of our future generations in a holistic, effective way. To do this, Governor Rauner created the Governor's Cabinet on Children and Youth (Children's Cabinet) in February of 2016. The concept behind the Children's Cabinet is that all of the leaders in State government whose agencies interact with children and youth will be in one room, under the leadership of the Governor, to join the forces of their agencies in a common cause for the wellbeing of the people they serve.

Since the Cabinet was created in 2016, it has adopted three priority projects to improve the health, safety, education, and self-sufficiency of Illinois Youth. These Projects are: 1) Decreasing the Childhood Lead Burden; 2) Early Childhood Workforce Development; and 3) Workforce Readiness through Apprenticeship and Pathways. These projects have pulled together teams of multiple state agencies as well as external partners, creating a new level of cohesion throughout the state in order to address major issues Illinois' children face every day.

## **Executive Order 2016-3: The Creation of the Children's Cabinet**

On February 18<sup>th</sup>, 2016, Governor Rauner issued Executive Order 2016-3 establishing the Children's Cabinet. The Children's Cabinet was created as a nationally recognized model to "drive the State's strategic vision for achieving child and family outcomes and long-term prospects for the state's future workforce."<sup>i</sup> It is also expected to promote accountability, increase public awareness, improve efficiency within the State, and develop strategic collaborations among public and private partners on children and family programs.

The Executive Order outlines the following specific duties for the Children's Cabinet:

1. Track the performance of each agency, board, and commission of the state of Illinois responsible for education programs and each public institution of higher education
2. Establish strategic goals for attaining a more cohesive State education services strategy
3. Make funding and policy recommendations to the Governor and the General Assembly to improve measurable education outcomes
4. Promote coordination and efficiency among State education agencies, school districts, community colleges, and units of local government

## Members of the Children's Cabinet

Executive Order 2016-3 established the following positions to the Governor's Cabinet on Children and Youth:

- a. The Governor, who will serve as Chairman of the Children's Cabinet;
- b. Lieutenant Governor;
- c. The Deputy Governor;
- d. The Director of the Governor's Office of Management and Budget;
- e. Senior Advisor to the Governor on Education
- f. The Superintendent of the State Board of Education;
- g. The Director of the Department of Children and Family Services;
- h. The Director of the Department of Commerce and Economic Opportunity
- i. The Director of the Department of Employment Security
- j. The Director of the Department of Healthcare and Family Services;
- k. The Secretary of the Department of Human Services;
- l. The Director of the Department of Juvenile Justice;
- m. The Director of the Department of Public Health;
- n. The Executive Director of the Governor's Office of Early Childhood Development;
- o. The Director of the Guardianship and Advocacy Commission;
- p. The Executive Director of the Board of Higher Education;
- q. The Executive Director of the Community College Board;
- r. The Executive Director of the Student Assistance Commission; and
- s. The President of the Illinois Math and Science Academy

The Cabinet has also added the following members since the issuance of the Executive Order:

- a. Director of the Council on Developmental Disabilities
- b. Secretary Designate, Department of Innovation & Technology
- c. Director of the State Police

## Children's Cabinet Meetings

In accordance with the Executive Order and the Open Meeting Act, the Children's Cabinet holds public meetings at least every quarter. The first session took place on March 7, 2017. The Children's Cabinet formed additional subgroups to focus on each goal and project, and these subgroups have been meeting in addition to the full Cabinet meetings. The schedule of full Children's Cabinet Meetings in 2017 are listed below.

The Governor's Cabinet on Children and Youth - March Meeting

**Date:** Thursday, March 9, 2017

**Time:** 1:00 PM - 2:45 PM

**Location:** Room 16-506, James R. Thompson Center, Chicago IL

The Governor's Cabinet on Children and Youth – June Meeting

**Date:** Thursday, June 8, 2017

**Time:** 2:00 PM - 4:30 PM

**Location:** Ann & Robert H. Lurie Children's Hospital of Chicago, 225 E. Chicago, 11th Floor, Holdren Conference and Education Center - Conference Room 11-152, Chicago, IL

The Governor's Cabinet on Children and Youth Spotlight Presentation: Workforce Outcomes Analysis

**Date:** Monday, July 17, 2017

**Time:** 1:00 PM - 2:00 PM

**Location:** Webinar

The Governor's Cabinet on Children and Youth – September Meeting

**Date:** Thursday, September 7, 2017

**Time:** 2:00 PM - 3:45 PM

**Location:** University of Illinois at Chicago (UIC) Forum, Main Hall C, 725 W. Roosevelt Road, Chicago, IL

The Governor's Cabinet on Children and Youth – December Meeting

**Date:** Thursday, December 7, 2017

**Time:** 12:00 PM - 1:45PM

**Location:** The Simmons Cancer Institute, The Robbins Woerner Conference Center, Room 1012, 315 W. Carpenter Street, Springfield, IL

## The Work of the Cabinet

To carry out its duties, the Children’s Cabinet initially focused on developing a thorough vision for children and youth. Within this vision, the Children’s Cabinet created a framework based on current research to help identify the most important indicators of children’s health, safety, education, and the ability to grow into self-sufficient adults. Once complete, the Children’s Cabinet used this framework to identify and adopt three inaugural projects to improve outcomes for children and youth in Illinois. This work is outlined in the section below. Once the projects were selected, the Cabinet agencies have focused on the work necessary to move these projects forward and move outcomes for children and youth.

### Children’s Cabinet Vision

The lack of a cohesive and coherent structure is not unique to Illinois. Over the last 20 years, 17 new states have created versions of Children and Youth Cabinets to promote coordination across state agencies and improve the wellbeing of children and families.<sup>ii</sup> The Children’s Cabinet, therefore, researched the most successful of these Children’s Cabinets and found a common thread in the goals of all of these bodies – they all focused on improving specific outcomes for children’s health, safety, and education. In creating the Illinois framework, the Children’s Cabinet used these as three of their primary outcome goals and also included one that is unique to Illinois – self-sufficiency by the age of 25.

This work culminated in the adoption of the Children’s Cabinet vision – that all children and youth in Illinois are:

- **Healthy:** have strong physical, emotional, and mental health from pre-natal through age 25
- **Safe:** live in strong communities where they are protected from injury, neglect, and criminal activity
- **Well-Educated:** prepare our children to be engaged citizens with meaningful and rewarding careers
- **Self-Sufficient\*:** by age 25, have the ability to sustain themselves even in times of adverse economic conditions economically

The Cabinet created subgroups for each of these goals and tasked the subgroups with reviewing current research on children and youth outcomes, then using this research to develop a set of population-based outcome metrics and key indicators to guide and monitor Cabinet work going forward.

### Project Based Approach

The Children’s Cabinet adopted a project-based approach to improving outcomes for children and youth in Illinois. This method allows the Children’s Cabinet to focus their efforts on a few discrete cross-agency projects and move them a mile, rather than spreading across every indicator and moving each one only an inch.

Since the Children’s Cabinet goals and key indicators show that there are many areas we need to address to improve the lives of children and youth in Illinois, the Cabinet created a set of criteria to guide which of these initiatives should be adopted as the inaugural Children’s Cabinet projects. The Cabinet determined that each project must:

- Have a **sustained and measureable impact** on the health, safety, education, and self-sufficiency of Illinois children and youth
- Address a key indicator that **provides the greatest opportunity to improve outcomes** for children and youth
- **Require the ongoing engagement of at least five agencies**, particularly in areas where cross-agency collaboration can be improved
- Be of importance to the health, safety, education, and self-sufficiency of children and youth, but are **not priority programs for any individual agency**

## Children’s Cabinet Projects

On September 28, 2016, during the third meeting of the Children’s Cabinet, Cabinet members introduced six initiatives as potential Children’s Cabinet projects. There was unilateral agreement that each proposal is essential to improve outcomes for children and youth, and the Cabinet contemplated adopting all six initiatives. Ultimately, the Cabinet decided to initially focus on three projects and ensure that they are successful, and adopt additional projects as the initial projects are successful and become embedded in the everyday work of the agencies. The three inaugural projects adopted by the Children’s Cabinet are as follows:

- 1) **Decreasing the Childhood Lead Burden** – to decrease childhood exposure to lead in Illinois and through increased lead prevention efforts, increased environmental assessment and lead mitigation efforts, and improved, coordinated, and targeted case management and child health services.
- 2) **IL Apprenticeship Plus Initiative** – to increase the number of youth earning industry-recognized credentials and post-secondary certificates in high-growth, high-demand occupations.
- 3) **Early Childhood Education Workforce Development** –To promote and support a strong pipeline and alignment of career pathways for a diverse, well-qualified early childhood care and education workforce.

Over the past year, the various Cabinet agencies have worked collaboratively to develop project plans and move this work forward. Each project has faced significant challenges and changes in their project along the way. One of the largest changes was shifting the IL Apprenticeship Plus initiative to an expanded scope that examines all Workforce Readiness initiatives in the state. The new project title for this group is **Workforce Readiness Through Apprenticeships and Pathways (W.R.A.P.)**.

More information on each of these projects and their progress is in the following sections

## Reducing Childhood Lead Burden

Lead poisoning is one of the most prevalent, yet preventable environmental health hazards that can affect children, regardless of race or socioeconomic status. Exposure to lead in childhood has been linked to developmental delays, short and long term health problems, and academic underachievement. Children exposed to elevated lead levels tend to suffer from life-long complications that affect their ability to think, learn, or behave.

The burden of Illinois childhood lead poisoning remains one of the highest in the nation. Illinois law requires the reporting of all blood lead tests to Illinois Department of Public Health (IDPH). Of the approximately 237,000 children tested in 2016, more than 8,000 had blood lead levels at or above the public health intervention level recommended by the Centers for Disease Control and Prevention (CDC). This places Illinois as the state with the second highest lead burden in the country, after Pennsylvania.

The Children's Cabinet project team, led by IDPH, will investigate sustainable methods to decrease childhood exposure to lead in Illinois, including increased prevention efforts targeting lead poisoning, increased environmental assessment and lead mitigation efforts, and improved, coordinated, and focused case management and child health services.

### Project Goals

Children may be exposed to lead in many ways, especially in their homes. Lead can be present in paint, dust, imported consumer products, water, soil, or air. In Illinois, the primary source of lead poisoning is deteriorating lead-based paint, which is found in many houses and buildings that were built before the residential lead paint ban of 1978. An estimated 2 million of the 5.2 million housing units in Illinois have the presence of lead-based paint. Furthermore, children are most likely to ingest lead from dust generated by raising and lowering windows painted with lead paint, and in Illinois, there are an estimated 755,000 housing units with windowsill dust lead hazards.

As children ingest lead, the level of lead in their blood becomes elevated, which can only be identified through blood testing. The current action level for blood lead requiring public health intervention in Illinois is 10 micrograms per deciliter ( $\mu\text{g}/\text{dL}$ ), meaning when a child's blood lead level reaches 10  $\mu\text{g}/\text{dL}$ , they are eligible for case management and environmental investigation services to decrease their exposure to lead and, thus, their blood level. These children are monitored closely until their blood lead level decreases and remains below the action level. It is important to note that the neurologic damage done by lead may be permanent, so decreasing blood lead levels prevents further damage, but it may not be able to "undo" damage caused while the child had elevated blood lead levels.

The Children's Cabinet project team is, therefore, investigating sustainable methods to improve each stage of this process. Since research has shown that lead exposure is the most detrimental at young ages, the team will primarily target children and youth in Illinois who are six years of age or younger, one year longer than the national target age.

The goal of this project is to reduce the number of Illinois children six years of age and younger who have an elevated blood lead level of 5  $\mu\text{g}/\text{dL}$  or greater. Project focus areas include:



- Improved Identification and Response: Increase identification and service delivery to children in Illinois with an elevated blood lead level by: 1) Promoting blood lead testing and 2) Improving clinical case management and enhancing environmental risk assessment response.
- Ensuring Safe Homes: Improve assessment and mitigation of environmental lead hazards in Illinois homes, focusing on pre-1978 housing stock and lead in water.
- Data-Driven Decisions: Improve lead data management and sharing to more efficiently target lead poisoning prevention services and improve rates of lead testing in children 6 years of age and younger.
- Connecting to Social Services: Ensure linkages to social service providers (e.g., home visiting) for children and pregnant women identified as at risk for exposure to lead or having an elevated blood lead level.
- Prevention Education: Improve lead poisoning prevention education and outreach to healthcare providers, child health services organizations, home visiting services, schools and nonprofit community organizations.

## Project Accomplishments: 2017

### *Progress*

The Reducing Childhood Lead Burden project began with a convening of all identified stakeholders at a half-day brain-storming session in Springfield and Chicago in November, 2016. All lead poisoning prevention ideas and strategies were discussed and categorized around the five project focus areas:

- Improved Identification and Response;
- Ensuring safe Homes;
- Data-Driven Decisions;
- Connecting to Social Services; and
- Prevention Education.

All strategies were captured in a comprehensive project plan that identified key stakeholders, tasks towards meeting strategy objectives, performance metrics and key performance indicators, and time lines for assignments and tasks. Project team members were then provided an opportunity to join one or more workgroups that were developed around the 5 project focus areas. Monthly project calls were used to discuss project strategies, assign tasks and provide interactive dialogue with all project team members. Weekly project team calls were also initiated at the beginning of the project to keep the expanding project team up-to-date as primary strategies and tasks were identified.

Project challenges have included making sufficient time for state partners to take leadership roles in workgroups. While all team members were happy to help, it was more challenging to assign leadership responsibilities for workgroups to individuals in different agencies. Improvement with project delegation occurred when IDPH staff became more organized with tasks and assigning tasks to specific individuals requesting they coordinate completion. For future projects, it may be helpful to identify primary team leads in each participating agency who can identify and coordinate all agency resources.

IDPH adopted an approach to focus on successes that could be achieved with existing resources. Future project teams should clearly delineate project objectives and necessary resources to meet objectives at project outset.

### *Project Impact*

The Reducing Childhood Lead Burden project has revitalized lead poisoning prevention efforts in Illinois that have seen a significant decrease in resources the past decade. The Illinois Lead Poisoning Prevention Act [410 ILCS 45], passed by the Illinois General Assembly, authorized the IDPH Office of Health Protection, Division of Environmental Health to create the Lead Program to promulgate, administer, and enforce the Illinois Lead Poisoning Prevention Code (77 IL Admin Code 845). IDPH, as well as approved local health departments, known as delegate agencies, administer and enforce the Act and Code. In 2016, IDPH had grant agreements with 81 delegate agencies to provide case management care for lead-poisoned children in 86 of 102 counties. Additionally, 16 of the delegate agencies also had grant agreements to provide environmental investigation services. In the 16 counties with no delegate agency agreements, IDPH provided case management services. In 2016, IDPH was responsible for environmental investigations for lead-poisoned children in 85 counties.

IDPH continues to develop and enhance key collaborations with several state agencies and external partners to reduce the childhood lead burden in the State. Project activities the past year have resulted in both internal operational improvements and policy implementation within several State agencies and have encouraged:

- reassessment and strengthening of several collaborative efforts as well as evaluating opportunities to develop and implement new agency work flows to enhance data sharing and communication;
- more efficient leveraging of state government resources and assets including staff and technology; and
- enhancing lead poisoning assessment and response activities through improved communication, and policy development and implementation.

### *Accomplishments to date:*

- Lead Poisoning Prevention Hackathon at the Illinois Math and Science Academy (IMSA) - Successful event with 11 student teams (44 students) from IMSA and high schools in the Aurora area presenting project strategies that demonstrated an understanding of the challenges of lead poisoning testing and prevention.
- Implementation of PA -99-0922 (SB550) Lead in Water Testing in schools including:
  - Collaboration with Illinois Environmental Protection Agency (IEPA), Illinois State Board of Education (ISBE), Illinois Department of Children and Family Services (DCFS) and community water suppliers continues as additional information has been developed and posted on the IDPH public website in response to PA 99-0922;
  - IDPH continues to collaborate with DCFS on protocols for lead-in-water testing of licensed daycares and has provided draft guidance on sample collection procedures as well as mitigation of lead in water sources in home daycares;
  - IDPH and DCFS are also collaborating with lead experts from the Environmental Defense Fund (EDF) who will conduct a pilot study in 5 to 10 daycare centers in the Chicago area

to evaluate a new sampling technology that detects lead in water. EDF will also mitigate lead hazards in the daycares. This sampling technology may be a potential field tool for DCFS staff inspecting daycares.

- IDPH has entered into a data sharing agreement with the Urban Labs at the University of Chicago. The Urban Labs is analyzing several years of childhood blood lead data to evaluate testing rates over time and by geographic areas (zip codes) and how they correlate with exposure risk and blood lead levels.
- CLEAR Win 2.0 – with the implementation of P.A. 100-461, the Comprehensive Lead Education, Reduction, and Window Replacement Program (CLEAR Win) has transitioned from a pilot project to an IDPH program through amending the CLEAR Win Act (410 ILCS 43/). IDPH has been given authority to develop rules and establish agreements with the Department of Commerce and Economic Opportunity and the Illinois Housing Development Authority to mitigate lead hazards in single-family residences or renter-occupied properties with up to 8 units.
- Improved Lead Abatement and Mitigation Compliance – The Illinois Lead Program has increased its enforcement to ensure that lead abatement and mitigation work in regulated facilities does not result in new exposures to lead in children, their families, or lead workers. Through collaboration with local health department partners, the US EPA and municipal housing authorities, IDPH has reallocated resources to work with industry contractors to ensure State and Federal regulations are being followed during lead abatement and mitigation activities.
- Evidence-Based Home Visiting and Early Intervention Collaboration - Home visiting is one of the key services in addition to Early Intervention (EI) that young children exposed to lead should be referred to in order to mitigate the developmental delays that can occur as a result of lead exposure, particularly if the delay has not yet been displayed or is not sufficient to qualify the child for EI services. Coordination with the Governor’s Office of Early Childhood Development, Ounce of Prevention Fund, DHS, and Local Health Departments continues to identify opportunities for training and collaboration with Home Visiting and Early Intervention services, and Lead Program Delegates. A pilot project to include lead training for Early Intervention as well as Home Visiting entities and to provide an opportunity to establish relationships with Lead Program delegates is being planned for early 2018.
- The Illinois Interagency Council on Early Intervention continues to pursue creating automatic eligibility for children with an elevated blood lead level of 5 µg/dL for EI services and is working to determine the array of services for these families.
- Lead Program Delegates - Nine additional Local Health Department delegates have agreed to participate in the FY2018 grant program as the total award amount more than doubled from FY2017. This award increase is necessary as we transition to the federal CDC lead poisoning guideline of 5µg/dL, which will result in responding to an estimated additional 7,000 at-risk children.
- Pediatrician and Family Practitioner Survey on Lead Poisoning Awareness and Education - The Lead Risk Evaluation, Testing, and Medical Management survey was given to members of the Illinois Association of Family Physicians and the Illinois Chapter of American Academy of Pediatrics. There were 147 survey respondents that currently provide primary care to children 6 years of age or younger. Nearly all respondents were pediatricians (95%) with almost equal representation of urban and suburban practices (44% and 48%, respectively). Survey results indicated some degree of understanding of blood lead poisoning treatment and prevention and also identified a number of gaps where future educational strategies should be focused.
- HHLPSS Data System - Implementation of the statewide Healthy Homes Lead Poisoning Surveillance System (HHLPSS) for all blood lead data collected in Illinois has recently been

completed. This free application, developed by the Centers for Disease Control and Prevention, is a web-based data management system that will enable more streamlined data submission, management and reporting as well as utilization of data analyses tools to more efficiently evaluate Illinois blood lead data.

## **Project Team**

- Chicago Department of Public Health
- Chicago Medical-Legal Partnership for Children
- Cook County Department of Public Health
- Department of Commerce & Economic Opportunity
- Department of Children and Family Services
- Department of Health and Human Services
- Department of Innovation and Technology
- Elevate Energy, Inc.
- Department of Healthcare and Family Services
- Department of Public Health
- Illinois Environmental Protection Agency
- Illinois Housing Development Authority
- Illinois Action for Children
- Illinois Governor's Office of Early Childhood Development
- Illinois Chapter of the American Association of Pediatricians
- Illinois Math and Science Academy
- Illinois State Board of Education
- Loyola University
- Lurie Children's Hospital
- Madison County Health Department
- Office of the Illinois Secretary of Education
- Ounce of Prevention Fund
- Peoria City/County Health Department
- Sargent Shriver National Center on Poverty Law
- Strong Foundations Partnership
- Governor's Office of Early Childhood Development
- University of Chicago, Energy and Environment Lab

## **Early Childhood Workforce Development**

In Illinois, approximately 67,000 educators share the objective of caring for and educating young children. This care and education takes place in varied programs and settings that are funded through multiple sources and subject to multiple sets of operating regulations. Ultimately, all children in these programs and settings must eventually transition from this care and education into kindergarten or first grade. However, despite these shared objectives, the professionals across this field are not acknowledged or supported as a cohesive workforce. The expectations and requirements for their preparation and ongoing development are inconsistent, have not kept pace with child development science, and are not reflected in rates of compensation. For this reason, many Illinois children with high

needs do not receive quality early care and education services from an educated and qualified workforce: this reduces the likelihood that they will be ready for success in kindergarten and in life.

Increasing workforce knowledge and qualifications will improve the quality of early care and education, which will ultimately improve outcomes for young children (including kindergarten readiness, third grade reading proficiency, high school graduation, and long-term health, income, and criminal justice outcomes). This is especially critical for children with high needs or insufficient resources. The Early Childhood Workforce Development project team has been focused on **building a pipeline to attract and retain qualified, diverse caregivers; providing pathways to create career opportunity and promote movement; and enhancing cross-system data collection, usage, and analytic capability**. The project is led by the Illinois Governor's Office of Early Childhood Development (GOECD) and includes members from the following agencies: Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), Illinois Council on Developmental Disabilities (ICDD), Illinois Department of Children and Family Services (DCFS), Illinois Department of Human Services (IDHS), Illinois Department of Innovation and Technology (DoIT), and Illinois State Board of Education (ISBE).

This work addresses all paid professionals caring for young children, regardless of setting or funding stream. This workforce includes family, friend, and neighbor caregivers in license-exempt homes; family child care providers in licensed homes; center- and school-based teachers and teacher assistants; directors and instructional leaders; and other practitioners who support children and their families.

## Project Goals

The Early Childhood Workforce Development project elevates, builds upon, and extends existing efforts in Illinois and nationally to improve outcomes for children through development of the early childhood workforce. The project utilizes a three-pronged approach:

- 1. Build a pipeline to attract and retain qualified, diverse caregivers.** The work focuses on entry points into the profession, which can take place anywhere along an educator's career development pathway. This includes supporting caregivers working to earn a Gateways ECE Level 1 Credential, training and coordination with Illinois' child care resource and referral agencies, and developing recommendations to strengthen bilingual and ESL endorsements and alternative methods of earning a Professional Educator License with an early childhood endorsement.
- 2. Provide pathways to create career opportunity and promote movement.** The work focuses on smoothing and streamlining the transitions along the career pathway, whether through the Gateways Credential system or into higher education and licensure and endorsements. Higher education supports and other incentives for movement along the pathway are coupled with regulatory efforts to smooth transitions along the pathway.
- 3. Enhance cross-system data collection, usage, and analytic capacity.** Development and execution of targeted strategies that support the field comprehensively rely on coordination and linkage across disparate data sources. This work focuses on performance measurement across the pipeline and pathways strategies as well as analysis of the field's size, qualifications, employment settings, participation in professional development, and demographics.

## Project Accomplishments: 2017

Much of the work completed under this project has directly resulted from the Race to the Top – Early Learning Challenge grant, a \$52 million investment in young children in Illinois. This work capitalized on efforts already underway across the public and private sector (often united through the Illinois Early Learning Council) to address early childhood workforce development. In addition, the work has been guided by the National Academies of Medicine’s comprehensive report, *Transforming the Workforce*, and has sought to inform and support the subsequent state-level report, forthcoming in early 2018.

### *Building a Pipeline*

Over the course of the year, IDHS coordinated efforts to reduce the turnover rate among license-exempt providers and train 10,000 child care providers to earn a Gateways ECE Credential Level 1. To better understand the turnover rate, including reasons for leaving the profession, DHS is leading development of a survey and focus groups of providers. This research will be framed using previous similar studies to determine whether provider beliefs have changed over time, and can shape tailored future efforts to reduce non-structural turnover.

The Cabinet project’s goal of awarding 10,000 Gateways Level 1 Credentials was surpassed, with 13,155 credentials awarded as of November 2017. Roughly 23% of the license-exempt workforce now possesses a Level 1 Credential. The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) supported this work through messaging and technical assistance statewide to agencies and providers, including hosting trainings in multiple platforms and languages and tracking training completion, as well as expanding the number of high schools offering credential coursework from 78 to 92 (with nearly 3,000 students participating).

While data issues arose here due to the disparate nature of the Child Care Monitoring System and the Gateways Credential data system, partners including IDHS, INCCRRA, the City of Chicago, and providers have supported improved linkages and data cleaning efforts. In addition, DHS partnered with INCCRRA to align various credential systems (such as the Child Development Associate credential) with new Child Care and Development Block Grant training requirements, identify training gaps, and notify providers of upcoming necessary training. This expansion in educators and educator candidates participating in foundational training in health, safety, and child development represents a shift in the early childhood educator workforce toward greater quality, the goal of this project.

This project’s work to expand the pipeline for qualified educators has involved support across the credential and licensure spectrum, from an ECE Level 1 Credential through baccalaureate and graduate degrees and Professional Educator Licensure. To expand the pipeline of educators with higher-level credentials or licensure, the project team worked with the Early Learning Council, several external stakeholders (including the Ounce of Prevention Fund and Latino Policy Forum), and ISBE to develop recommendations in response to Senate Bill 1829 as well as stand-alone recommendations focused on building a linguistically and culturally diverse workforce. These recommendations, several of which are entering implementation via ISBE support, address short term challenges in hiring qualified staff for Preschool for All classrooms; the project is supporting efforts by the Early Learning Council to develop longer term pipeline recommendations. Combining these immediate policy changes with longer term

efforts to expand the educator pipeline can help to expand the supply of qualified, diverse educators available for Illinois children with high needs, the goal of this project.

Work is also underway to develop a messaging campaign to promote careers in early care and education to potential future candidates, highlighting multiple entry points to the career pathway as well as a lattice of career options and associated qualifications and potential earnings. ISBE and ICCB have worked closely with external stakeholders to identify messaging gatekeepers whose influence and advising could encourage prospective educators into the early care and education field.

This work is supported by several other agencies and external stakeholders, including IBHE, ICCB, the City of Chicago, Illinois Action for Children, Latino Policy Forum, the McCormick Foundation, National Louis University, the Ounce of Prevention Fund, the University of Illinois at Chicago, and Village Leadership Academy.

### *Providing Career Pathways*

Work in this strategy has been focused on strengthening the connections between early Gateways Credentials and supporting educators as they work to achieve greater qualifications in the field. Earning a higher Gateways Credential requires progressively greater investment from educators. While the Level 1 Credential requires completion of health, safety, and child development training designed to provide a foundation for providers, the Level 2 Credential requires a series of basic postsecondary courses designed to prepare early childhood assistant teachers and the Level 3 Credential requires more advanced postsecondary courses designed to prepare entry-level early childhood classroom teachers.

To encourage movement in the field from ECE Credential Level 1 to 2, DHS worked with ICCB, IBHE, DCFS, and several external stakeholders to conduct outreach and marketing to Level 1 Credential holders. With the support of INCCRRA, outreach was conducted to the approximately 12,500 individuals who possess a Level 1 Credential to encourage them to record any additional education or training that may constitute a subsequent credential; this communications campaign resulted in an increase in credentials awarded.

To encourage movement in the field from ECE Credential Level 2 to 3, ICCB worked with IBHE and several external stakeholders including INCCRRA to promote supportive counseling and advising around early care and education careers in institutions of higher education. The group hosted webinars for community college admissions and academic counselors, community college faculty, and four-year early care and education faculty to support their work with students interested in participating in early childhood educator preparation programs. This work was supplemented by technical assistance provided to community colleges in building stackable credentials from Credential Level 2 through Associate's degrees and across the transition to a four-year degree and beyond in early care and education, with the goal of facilitating greater qualifications and credential attainment for interested educators.

This work is supported by several external stakeholders, including INCCRRA, National Louis University, and Southeastern Illinois College.

### *Enhancing Cross-System Data*

This strategy has taken a three-pronged approach to improving early care and education data collection, usage, and analytic capability: performance measurement of project strategies through data collection and visualization; foundational descriptive analysis to determine basic information about the children and educators in early care and education in Illinois; and development of longer term research questions designed to inform assessment of the field's ability to provide quality care and education services from an educated and qualified workforce.

DoIT is spearheading performance measurement within the project, liaising with agency data teams to collect and visualize data that will provide insight on the success of each of the previous strategies. Through support from the Race to the Top – Early Learning Challenge grant, external stakeholders such as Northern Illinois University's Education Systems Center have worked alongside IBHE, ICCB, and INCCRRA on the Early Childhood Matching Project and a report on the enrollment and completion patterns of individuals with Gateways Credentials. The project has also provided support to the National Academy of Medicine's Innovation to Incubation work, including analysis and publication of the Illinois Early Childhood Workforce Hiring Survey and a forthcoming broader report with recommendations.

These reports represent a departure from previous research in the field, which has typically been siloed by funding stream, regulatory requirements, credentials or licensure, or agency of record. Comprehensive research and analysis across the early care and education field enables a more complete understanding of the state of the field, the shared and differing challenges faced by educators that prevent satisfaction and movement in a career pathway, and the cross-agency and cross-sector solutions that can help to improve access to high quality early care and education for all children.

Finally, the project has coordinated with the Early Learning Council's Data, Research, and Evaluation sub-committee as well as Illinois' Early Childhood Interagency Team to align further research questions across the field.

This work is supported by several other agencies and external stakeholders, including the Robert R. McCormick Foundation and Illinois Action for Children.

### **Project Team**

Illinois Governor's Office of Early Childhood Development  
City of Chicago  
Illinois Action for Children  
Illinois Board of Higher Education  
Illinois Community College Board  
Illinois Council on Developmental Disabilities  
Illinois Department of Children and Family Services  
Illinois Department of Human Services  
Illinois Department of Innovation and Technology  
Illinois Network of Child Care Resource and Referral Agencies  
Illinois State Board of Education



Latino Policy Forum  
National Louis University  
Northern Illinois University  
Ounce of Prevention Fund  
Robert R. McCormick Foundation  
Southeastern Illinois College  
University of Illinois at Chicago  
Village Leadership Academy

## **Workforce Readiness Through Apprenticeship and Pathways (W.R.A.P.)**

Youth unemployment in Illinois in 2016 was 14.2%, more than double that of the entire labor force at 5.9%. Of the 673,000 students in Illinois' public and private high schools in 2015, 160,000 were seniors preparing for graduation. Too many of these students are not aware of the vast number of career options that are available to them nor are they prepared adequately to fill the jobs they want or the jobs that are needed. Moreover, Illinois had an estimated 184,000 youth between 18 and 24 who were out of work and out of school. Additional costs to society are incurred through unemployment insurance, healthcare subsidies, and other public benefit supports.

### **Project Goals**

When this project was chosen by the Governor's Cabinet on Children in Youth in 2016, the objective was to use apprenticeship, a work-based learning model where individuals "earn while they learn," as a strategy to connect youth between the ages of 16 and 24. In particular, this project was targeting youth facing multiple barriers to employment and career opportunities, to careers in five high growth industry sectors: (1) advanced manufacturing; (2) healthcare; (3) IT; (4) construction trades; and (5) transportation, distribution, and logistics (TDL).

As the project progressed, the Governor requested that all Illinois youth be afforded the opportunity to be equipped for the workforce and postsecondary school, acknowledging that apprenticeship is just one strategy to a career pathway. Therefore, project then expanded from "Apprenticeship Plus" to "Workforce Readiness through Apprenticeship and Pathways" (WRAP) and adopted a broader vision; ***All Illinois young people reach adulthood having completed workforce readiness programs that prepare them for college and career, while equipping them with the information they need to choose the best career pathway for themselves.***

The WRAP project team has begun aligning several college and career readiness initiatives into the career pathways framework and is building a cohesive system, with specific goals to link initiatives and support the expanded vision:

- Define "readiness" across all programs that lead to a high school diploma or equivalent
- Identify and standardize information about career pathways in postsecondary (including both education and employment)

- Build an effective system to distribute career pathway information to youth

Additionally, the Children’s Cabinet WRAP team is using the following, high priority strategic planning initiatives across the state as building blocks to create a cohesive career readiness system and building toward the vision:

- *Every Student Succeeds Act State Plan*: A result of federal legislation and lead by ISBE, the ESSA State plan outlines ISBE’s goals to implement a holistic, comprehensive, and coordinated system of support that prepares each and every student for academic excellence and postsecondary success. Most relevant to this project is the College and Career Readiness Indicator set forth by the plan, which the U.S. Department of Education highlighted as an example of a unique and progressive indicator.
- *Postsecondary Workforce Readiness (PWR) Act*: The Illinois PWR ACT, signed into law by Governor Rauner on 7/29/16, specifies implementation strategies to better align the transition from high school into college and careers. This act includes a framework for Postsecondary and Career Expectations (PaCE), College and Career Pathway Endorsements, Transitional Math Instruction, and pilots of Competency-based high school graduation requirements.
- *Illinois WIOA Unified State Plan*: A result of the federal Workforce Innovation and Opportunity Act and lead by the four core WIOA partners (DCEO, DHS, ICCB, and IDES), the Illinois WIOA Unified State Plan provides a vision of the state’s integration of workforce, education and economic development policy.
- *ICCB Workforce Education Strategic Plan*: Lead by ICCB, the Workforce Education Strategic Plan outlines the goals and objectives for four priority areas that will achieve alignment of the community college system and the state’s workforce development system with economic development directions and workforce needs, thereby creating a talent pipeline that fuels economic growth and creates career pathways for all Illinoisans.
- *Career Outcomes for Illinois High School Seniors*: Lead by IDES in partnership with ISU, ISAC, and ISBE, the first of two phases identifies intergenerational mobility pathways for high school seniors and evaluates the impact of learning pathways on career job profile and career job earnings for high school seniors.

The Project is led by the Illinois Department of Commerce and Economic Opportunity (DCEO) and includes members from the following agencies: Illinois Department of Children and Family Services (IDCFS), Illinois Department of Human Services (IDHS), Illinois Department of Juvenile Justices (IDJJ), Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), Illinois Department of Employment Security (IDES), Illinois State Board of Education (ISBE), Illinois Department of Innovation Technology (DoIT), and Illinois Guardianship and Advocacy Commission (IGAC).

## Project Accomplishments: 2017

### *ESSA College and Career Readiness*

The Illinois State Board of Education's work over the past year has centered on the development and implementation of Illinois' Every Student Succeeds Act (ESSA) State Plan. The principle of equity undergirds the entire plan: each and every child receives the supports she or he requires in order to be successful in school. ISBE engaged in a 16-month collaborative process to create the plan, which, among other requirements, sets forth a new accountability system for all Illinois schools. The U.S. Department of Education approved the plan on August 30, 2017.

The plan introduces a new statewide system of support for schools and districts, called IL-EMPOWER, to improve student outcomes by leveraging schools' strengths and building school staffs' capacity. ISBE believes the educators closest to students have the most valuable insight into their strengths, challenges, context, and change history. This belief is a pillar upon which differentiated supports are developed. ISBE launched a pilot program with several dozen districts over the 2017-18 school year to further determine the specifics of the IL-EMPOWER structure for the statewide launch in the 2018-19 school year.

The Illinois ESSA Plan identifies three areas in which stakeholders will provide recommendations to ISBE: Preschool to Second Indicator, an Elementary/Middle Level Indicator, and definitions for the College and Career Readiness Indicator. The working committees are composed of practicing educators, regional superintendents, individuals from other educational advocacy groups, and in the case of the College and Career Readiness group, members of the business and civic communities. All of the committees are also utilizing the support of outside experts. The committees will share their recommendations with ISBE no later than Dec. 31, 2017. ISBE will then share these recommendations for public comment in early 2018. In addition, the Technical Advisory Council is developing recommendations for the performance levels and growth indicator in the accountability system.

### *Competency Based High School Pilots & Career Pathway Endorsement (PWR Act)*

Public Act 99-0674 (the "Postsecondary and Workforce Readiness Act"), passed unanimously by both legislative houses and was signed into law by Governor Bruce Rauner on July 29, 2016. The Act contains four components:

1. Establishes a Postsecondary and Career Expectations framework (PaCE),
2. Develops a competency-based high school graduation requirements pilot program,
3. Defines high school coursework and criteria that will place students into college credit-bearing work – transitional mathematics instruction, and
4. Creates college and career pathway endorsements on high school diplomas.

In 2017, ISBE, ICCB, IBHE, and ISAC all adopted the same PaCE framework that outlines what students should know about college and career each year from 8th to 12th grade. The framework outlines in an integrated way career exploration and development; college exploration, preparation and selection; and financial literacy and accessing financial aid opportunities.

The Act established the Competency-Based High School Graduation Requirements Pilot Program as one strategy to prepare more students for meaningful college and career opportunities. In April 2017, ISBE announced 10 school districts as participants in the first cohort of the program. Participating districts convened in September to study national best practices, build relationships, find points of connection, and begin moving their pilots from vision to action. In November 2017, ISBE released the request for applications for the second cohort of the Competency Pilot Program. ISBE has been working with national experts to support districts in their redesign of the high school experience around what students know and where they want to go. Competency-based learning recognizes students' individual starting points and allows them to pave a personalized pathway with no ceiling.

The third component of the PWR Act defines transitional math courses to provide a mathematical foundation that will enable high school students the opportunity to gain mathematical knowledge and skills to meet their individualized college and career goals and to be successful in college-level math courses. Aligned with the Illinois Learning Standards, the use of these courses will reduce remediation rates for students who successfully complete the transitional math course approved for statewide portability and will receive guaranteed placement at any Illinois community college. A statewide panel established by ISBE, ICCB, and IBHE is drafting policies and competencies intended to guide community colleges and high schools as they jointly create transitional math courses and instructional approaches. According to the Act, by no later than June 30, 2019, ISBE and ICCB shall jointly establish a phased implementation plan and benchmarks that lead to full statewide implementation of transitional mathematics instruction in all school districts with timeframes that account for State and local resources and capacity. Scaling will occur over the next 4-5 years. A pilot is currently underway with 20+ community colleges/school district partners.

The fourth component of PWR establishes a voluntary system for school districts to award college and career pathways endorsements on high school diplomas. This is a voluntary program to recognize public high school graduates who complete the career-focused instructional sequence as well as the requirements outlined relating to an individualized plan, professional learning, and readiness for non-remedial coursework. The endorsement demonstrates students' readiness for college and careers and completion of instruction and professional learning experiences in a selected career interest area. ISBE, ICCB, IBHE, ISAC, DCEO, and IDES are working together to implement a comprehensive interagency plan for supporting the development of the College and Career Pathway Endorsement programs. The public-private steering committee is required to recommend a sequence of minimum career competencies for particular occupational pathways by no later than June 30, 2018, and ICCB and IBHE shall adopt the requirements for postsecondary institutions.

Though other avenues for early college credit exist (e.g. Advanced Placement, International Baccalaureate), the primary focus of the early college portion of this project has been on dual credit. Dual Credit is an instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. There are three major models of delivery: 1) at the high school taught by a qualified high school instructor; 2) at the high school taught by a college instructor; and, 3) at the college taught by a college instructor. The most common model, and the one that most think of when considering dual credit is the first. Dual credit courses may range from transfer courses such as English 101 to career and technical education courses such as Medical Terminology.

According to the most recent ICCB data collected (FY2016), over 100,000 duplicated enrollments were reported for dual credit, with just under 55,000 students (unduplicated) participating. This represents a steady increase over the previous two years, at approximately 93,700 and 94,600 respectively. ICCB and ISBE data is reconciled across the two agencies and are the two agencies that most impact dual credit at the local level. To support the growing number of quality dual credit programs, the ICCB supports community colleges with the expansion of dual credit offerings through the Dual Credit Enhancement Grant. Funding supports dual credit expansion, innovation, and quality through various activities including, professional development, curriculum development, implementation, wrap around services, and assessment of models. To maintain quality of offerings but expand access for motivated high school students, the ICCB relaxed its rules around student grade level to allow academically-qualified students participate in dual credit offerings. The ICCB is also working with the public university system to enhance teacher credentialing options that will lead to a growth in dual credit in areas where qualified faculty are often difficult to find. Dual credit impacts college readiness, leads to higher first year postsecondary GPAs, higher completion rates, and a greater accumulation of college credits overall. It also decreases time to degree and lowers college costs for students.

### *Apprenticeship Plus*

At the beginning of 2017, DCEO released a notice of funding opportunity to fund up to 10 youth apprenticeship pilot programs in three economic development regions (EDRs) of the state: Northeast Region, North Central Region, and Southern Region. Understanding the importance of and need for employer participation, the WRAP team, along with the support of the Governor, held three business and industry regional roundtables in those three EDRs.

In the months following the business and industry regional roundtables, a series of youth roundtables, designed to gather feedback from young adults and supporting staff around apprenticeship, were led and conducted by the Young Invincibles. The Young Invincibles are a national, non-profit organization that advocate for young adults and have identified best practices in reaching youth. Over 125 youth and staff attended three roundtables held in the three EDRs. Participants came from community colleges, foster care, the juvenile justice system, apprenticeship worksites, workforce development programs,

and many agencies, which included the Department of Employment Security, Department of Human Services, Department of Children and Family Services, and the Community College Board. The Young Invincibles released a report: Making Youth Apprenticeships Work for Illinois' Young Adults.

With a funding total of around \$2.3 million from DCEO's statewide activity funds, nine youth apprenticeship pilot programs were launched late summer 2017, which will serve up to 304 youth focusing on one of four industries: Construction and building trades, Manufacturing, Healthcare, or IT. These young adults are both in-school and out-of-school, with some of the participants being clients of the Department of Juvenile Justice and the Department of Children and Family Services. They will have the opportunity to earn industry recognized credentials such as Certified Medical Assistant, CompTIA A+ certification, Cisco Networking, NCCER Carpentry, and NIMS Manufacturing as part of these apprenticeship programs. All of these credentials are within a career pathway. These pilots have partnerships with over a dozen businesses to provide mentorship and work-based learning opportunities (some of the businesses include Unity Point Health, OSF Healthcare, Caterpillar, AISIN Manufacturing, National Railway Equipment, Magnum Steel Works, and Phoenix Modular Elevators).

### *Career Outcomes Analysis*

The Illinois Department of Employment Security has led the work around Career Outcomes, working with representatives from IDCEO, IDES, ISAC, ISU, IBHE, and ICCB. In the past year, the team implemented a data infrastructure to produce career outcome metrics covering workforce connectivity, earnings, and mapping career pathways. First, the team established data sharing partnerships with Associated Builders and Contractors of Illinois, CompTia, Chamberlain University, IL Community College Board, IL Department of Commerce and Economic Opportunity, Jane Addams Resource Center and the Manufacturing Skills Standards Council. Through these partnerships, we produced career outcomes for nearly 75,000 Illinois training completers (nearly one-half of completers were less than 25 years old) from 2012-2014 representing key economic clusters such as construction, healthcare, information technology, and manufacturing. The results were presented to both the Cabinet and senior management of each partner organization.

Whereas the first set of partnerships focused on completers of apprenticeship and vocational training, a second set of partnerships centered on graduates of post-secondary institutions. In this endeavor, the project team produced career outcomes for graduates from 16 Community Colleges (approximately 22,500 graduates) and 19 four-year degree institutions (nearly 42,000 graduates). In conjunction with the IL Board of Higher Education and the IL Community College Board, the project team created two pilot products: 1. An analyst tool for institutional researchers that resides on a secure server space and presents data visualizations representing career outcomes for their institution's graduates; and 2. A student/parent tool that allows the user to explore post-secondary institutions/programs of study based on self-selected measures of career outcomes, affordability, progress to graduation, selectivity, enrollment, student diversity and geographic proximity.

Last, the team engaged ISBE in a pilot on career outcomes for Illinois high school seniors. More specifically, we matched 2003 High School seniors (nearly 135,000), to 2004 FAFSA, 1999-2016 post-

secondary enrollment/completions, and 2004-2016 career outcomes. The pilot product is an analyst tool for institutional researchers that resides on a secure server space and presents data visualizations representing the impact of life-long learning and intergenerational mobility on high school senior career outcomes.

### *System Building Accomplishments*

There are numerous components to building a cohesive career readiness system to be implemented and sustained by many State agencies. Through a collaborative process, the WRAP project team is working toward significant and strategic “system” improvements. In this area, in 2017, agencies involved with the development of WRAP have actively collaborated to collectively define language used in order to better guide development and implementation of aligned initiatives. The ISBE board, ICCB board, and IWIB have adopted the same definition of career pathways and guidelines, and this same language is being considered for adoption by the IBHE board, ISAC board, and P-20 council in early 2018. Work is underway to share additional definitions among all of the involved agencies.

## **Project Team**

- AHIMA Foundation
- Associated Builders and Contractors – Illinois Chapter (ABCIL)
- CompTIA
- Department of Children and Family Services (DCFS)
- Department of Human Services (DHS)
- Department of Juvenile Justices (DJJ)
- German American Chamber of Commerce
- Illinois Board of Higher Education (IBHE)
- Illinois Community College Board (ICCB)
- Illinois Council on Developmental Disabilities (ICDD)
- Illinois Department of Employment Security (IDES)
- Illinois Department of Information Technology (DoIT)
- Illinois Guardianship and Advocacy Commission (IGAC)
- Illinois Student Assistance Commission (ISAC)
- Illinois State Board of Education (ISBE)
- Illinois Manufacturer’s Association
- Illinois Workforce Innovation Board
- P20 Council College and Career Readiness Committee (CCR)
- Transportation, Distribution, and Logistics Task Force

## **Data Dashboard**

The Governor’s Cabinet on Children and Youth (Cabinet) agreed, early on, to focus on four Population Based Outcome Goals (PBOGs): Children should be healthy, safe, well-educated, and self-

sufficient. The Cabinet then chose several Key Performance Indicators (KPIs) for each goal, and planned strategies that would impact those key indicators, in the long-term. As the KPIs were developed, the Cabinet asked for visualizations to track the long-term trends of its' goals.

The successful completion of the Data Dashboard will allow for data-driven decision making, transparency, and accountability. This leads to best practices involving iterative questioning of the data. Various data slicing and drill-downs will allow policy makers to properly identify problems and craft responsive solutions. The Governor's request for project-level metrics at the December 7<sup>th</sup> Cabinet meeting signals that these principles will also be applied to each Cabinet project, leading to better outcomes and more effective usage of public funds.

### *Project Goals*

1. Infrastructure Creation
  - a. Open Data Portal
  - b. Children's Cabinet website
  - c. Automated data upserts (uploading & inserting data into the portal)
2. Metrics Visualization
  - a. PBOGs
  - b. KPIs
  - c. Project-level metrics
3. Data Storytelling
  - a. Proper sourcing
  - b. Data contextualization & trend identification
  - c. Buy-in from Children's Cabinet agencies

### *Project Accomplishments: 2017*

After the completion of planning in FY18 Q1, the DoIT SDP focused on the necessary infrastructure for a sustainable data dashboard. In an ideal state, this dashboard will be completely automated to ensure its longevity through staff and leadership turnovers. This requires a user-friendly Open Data Portal (ODP), and a website capable of displaying dynamic visualizations.

In FY18 Q2, the State Data Practice (SDP) chose to use open-source CKAN software to relaunch the ODP. As agencies create their data upload workflows, they can write code to automatically upsert relevant data onto the portal. Visualizations of data will pull directly from the ODP. DoIT procured Tableau as a method for producing the connected, dynamic visualizations, and relaunched the Children's Cabinet website to display them.

In addition to the infrastructure work, the DoIT SDP has partnered with relevant state agencies to obtain data and produce visualizations. Through an iterative process, the agency's data is visualized and contextualized, then made public on the Children's Cabinet website. Because many of the metrics



chosen require subject matter knowledge to display appropriate drill-downs, the cooperation and knowledge of these agencies is vital to producing a useful final product for the Cabinet. As of the submission of this report, metrics are still being uploaded onto the Cabinet website, with the following completion rates for each PBOG:

	<b>Complete</b>	<b>Total</b>	<b>% Complete</b>
<b>Healthy</b>	0	15	0%
<b>Safe</b>	4	13	31%
<b>Well-Educated</b>	6	10	60%
<b>Self-Sufficient</b>	6	7	86%

Each of the three current Cabinet projects is staffed with a data or performance group. These groups liaison with the SDP and work to meet their project’s data needs, including the data dashboard. As the projects move to their continuity phase, the data groups are assisting the planning process. Within the ECE group, the data team is assisting the development of its research agenda, and within the WRAP group, it is are working with internal and external groups to develop research-backed metrics.

**Accomplishments to date:**

- October 2017            Launch of updated Open Data Portal (<https://data.illinois.gov>)
- November 2017        Launch of updated Cabinet website (<https://www2.illinois.gov/sites/children/>)
- December 2017        Metrics for Safe, Well-Educated, and Self-Sufficient were presented at the December 7<sup>th</sup> Cabinet meeting.
- FY18 Q3                Begin visualizing metrics for “Healthy”; Work towards the completion of the Safe, Well-Educated, and Self-Sufficient metrics; Assist in the creation and visualization of project-level metrics; Launch production version of Tableau
- FY18 Q4                Pursue automation of data visualization through the Open Data Portal

***Project Team***

Visualizations were created in Tableau by DoIT employees in the State Data Practice.

Employees of DCFS, DES, DHS, DPH, IBHE, ICCB, ICJIA, INCCRRA, and ISBE provided and contextualized data from their systems. We also cite the University of Minnesota’s IPUMS program (<https://usa.ipums.org>) for the use of their repackaged census data, and the National Survey of Children’s Health (<https://census.gov/nsch>) for their public health data.

## **Conclusion**

The Children’s Cabinet has made significant progress in the past year. The body continued to complete a significant amount of work to ensure that all children and youth in Illinois are healthy, safe, well-educated, and, by age 25, self-sufficient in good-paying, high-quality careers. This has been accomplished through the ongoing work of the project teams and the development of new data tools that will help the body track its progress moving forward. By continuing to work collaboratively on these projects, the Children’s Cabinet will make a measurable and sustained impact on the health, safety, education, and self-sufficiency of Illinois children and youth.

---

<sup>i</sup> Executive Order 2016-3

<sup>ii</sup> NGA Guide to Governor’s Children’s Cabinets, 2004.