

Data, Analytics & Insights Workgroup

MAY 16, 2024 KICK OFF MEETING

INTRODUCTIONS

- **NAME**
- **ORGANIZATION/ ROLE**
- **WHY YOU LIKE DATA :)**

(PASS IT TO YOUR VIRTUAL NEIGHBOR)

Data, Analytics & Insights Workgroup

MAY 16, 2024 KICK OFF MEETING AGENDA

- Workgroup Objectives, Composition & Milestones (*pre reads*)
- Workgroup Norms
- DAI Strategy “Building Blocks”
 - Commitment Statement
 - Guiding Principles

Workgroup Objectives

- Inform the strategic 'building blocks' for the Data, Analytics and Insights function in the new agency. This includes the new agency's Commitment Statement and Guiding Principles
- Build a shared knowledge base for best practices in data and learning. Building off of the initial three part 'Learning Series', the workgroup will elevate other topics and experts to build peer knowledge and identify shared interest
- Inform the FY25 & FY26 Data, Analytics and Insights implementation plan. In order to have this new agency up and ready to administer funds by July 1, 2026, the technology and data systems need to be in place in advance, with the prerequisite recommendations required beginning in FY25. This includes prioritizing the launch of new data, analytics and insights offerings (e.g. annual EC report card, parent portal, etc.)

Workgroup Composition

Approximately 15-20 members from the following groups who represent different roles, geographies and race/ethnicities*:

- **TAC Member Representative(s)**
- **Parent Representative(s)**
- **Provider Representative(s)**
- **Workforce Representative(s)**
- **State Agency Representative(s)**
- **Early Learning Council, RED (Research, Evaluation and Data) Committee Representative(s)**
- **Early Childhood Collaboratives and/ or Network Intermediaries Representative(s)**

All DAI workgroup presentations and materials will be publicly available and posted on the Transition Website.

Individuals representing or employed by an institute or organization that is currently under contract with the State to provide data analysis and/ or data learning infrastructure support or services may be asked to come present to the workgroup and/or provide public comment, but will not be able to join the workgroup as a standing member.

** Individuals may fall into multiple groups, but at least one parent must solely represent the parent perspective.*

Data, Insights and Analytics Workgroup

REPRESENTATION

Early Childhood Collaboratives / Network Intermediaries

10.5%

Provider
26.3%

State Agency
15.8%

Parent
15.8%

Workforce
26.3%

Includes representation from the following categories:

- 0-3
- Preschool
- Home-visiting
- Early Intervention
- Center-Based
- School-Based
- Home Based Provider
- Multilingual
- Special Needs

~68% OF THE WORKGROUP IS COMPOSED OF A PROVIDER, PARENT OR WORKFORCE PERSPECTIVE

Key Milestones

BETWEEN NOW AND JUNE 2025



Data, Analytics & Insights Workgroup

ESTABLISHING NORMS

Ensure that this workgroup is in service of the TAC Equity framework...



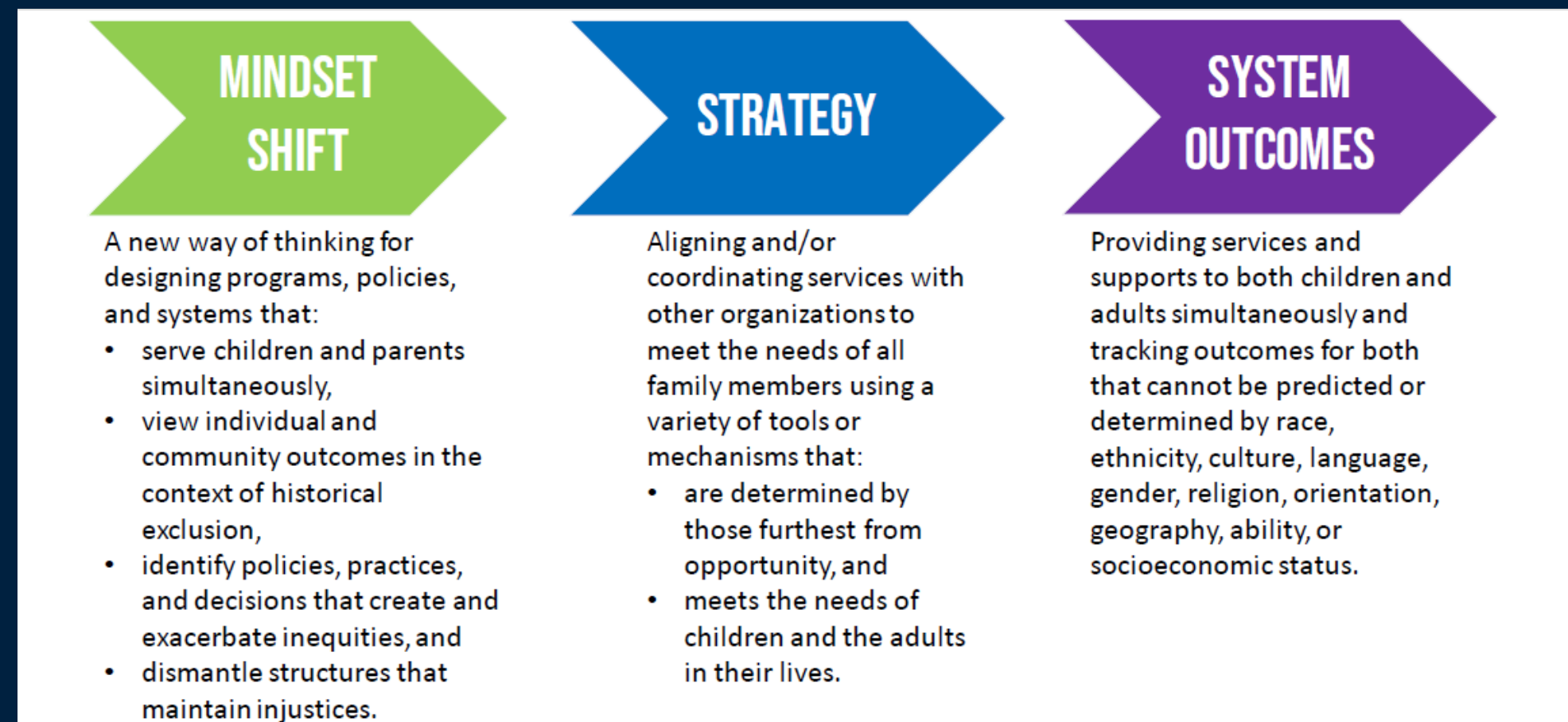
"At this moment in our history, we can co-create data infrastructure to promote racial equity and the public good, or we can invest in data infrastructure that disregards the historical, social, and political context—reinforcing racial inequity that continues to harm communities. Building data infrastructure without a racial equity lens and understanding of historical context will exacerbate existing inequalities along the lines of race, gender, class, and ability."

--Excerpt from AISP's Centering Racial Equity Throughout Data Integration

TAC Equity Framework

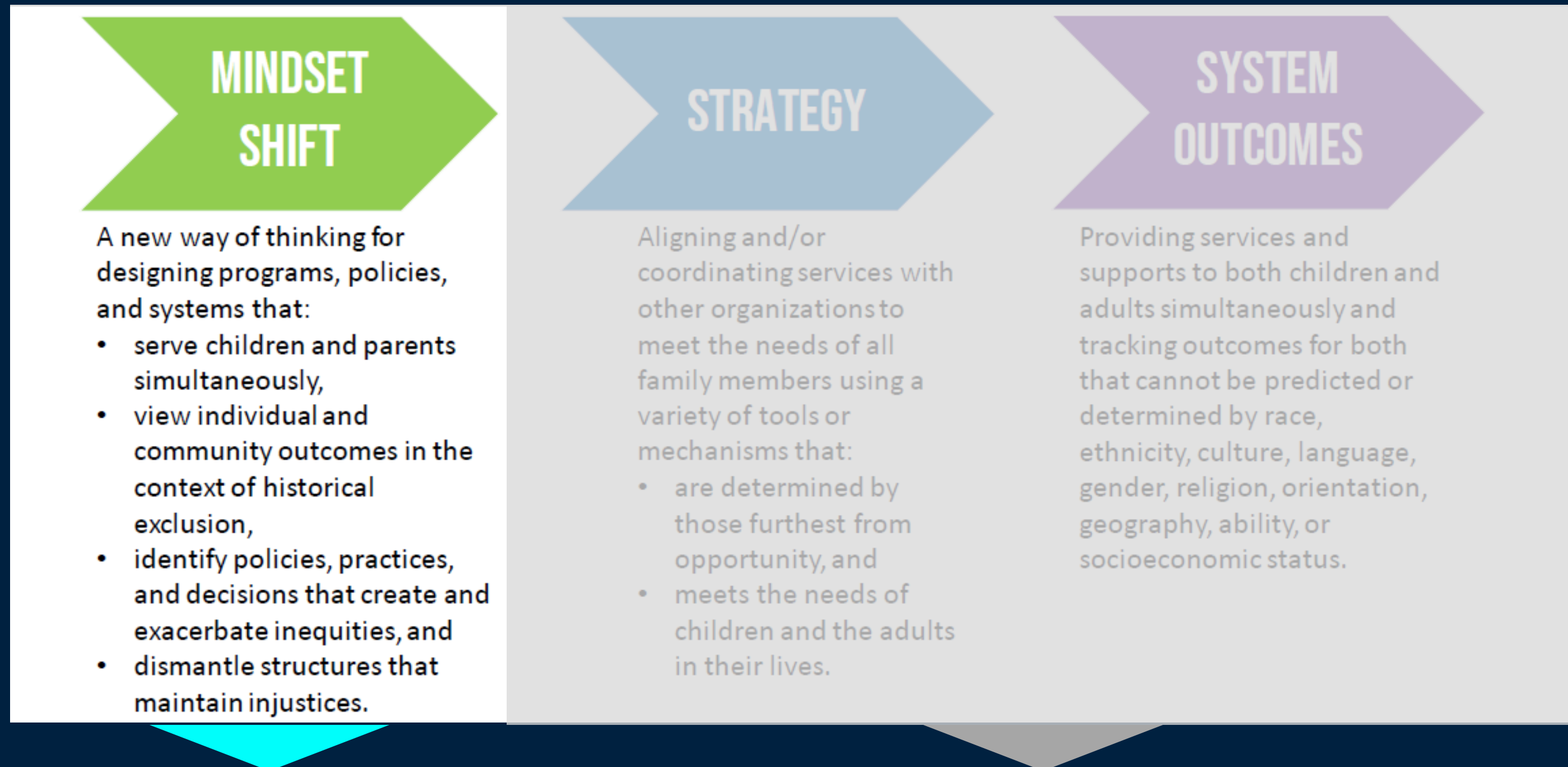
MAY DRAFT (STILL UNDER REVIEW)

An equitable system is one that meets the needs of all children and families, resulting in individual outcomes that cannot be predicted or determined by race, ethnicity, culture, language, gender, religion, orientation, geography, ability, immigration status, housing status, socioeconomic status, or any other protected class or circumstance.



Data, Analytics & Insights Workgroup

ESTABLISHING NORMS



What norms can we adopt as a group that contribute to this mindset shift?

These will get incorporated into DAI Strategy “Building Blocks”

The Strategy House

RESULT
STATEMENT

What are we ultimately trying
to accomplish?

COMMITMENT

What do we want this work to
achieve...and for who?

STRATEGIC
INITIATIVES

How do we achieve that?

ENABLERS

What are the efforts,
organizations, processes
that are already in place
that can be leveraged?

FOUNDATION

What are the values that will
guide this work?



The Strategy House

RESULT
STATEMENT



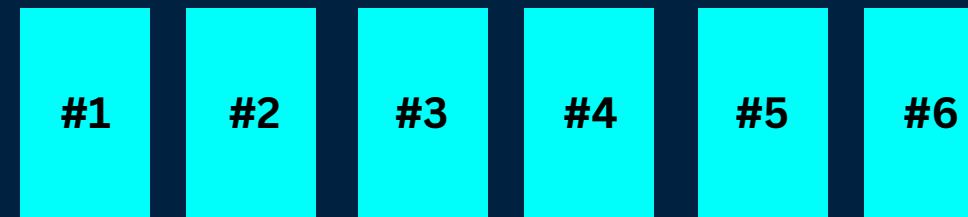
"Illinois will become the best state in the nation for families raising young children."
- Gov. Pritzker

COMMITMENT



Helping families with young children easily and equitably access the services they need while also helping providers and administrators gain timely insights to remove any barriers in the way of children getting the possible start in life

STRATEGIC
INITIATIVES



TBD- Prioritized and sequenced for FY 25, 26 & 27

ENABLERS



for example...

- Current assets
- Latest methods in data use
- Capacity for collecting & using data

FOUNDATION



TAC Equity Statement & Guiding Principles

The Strategy House

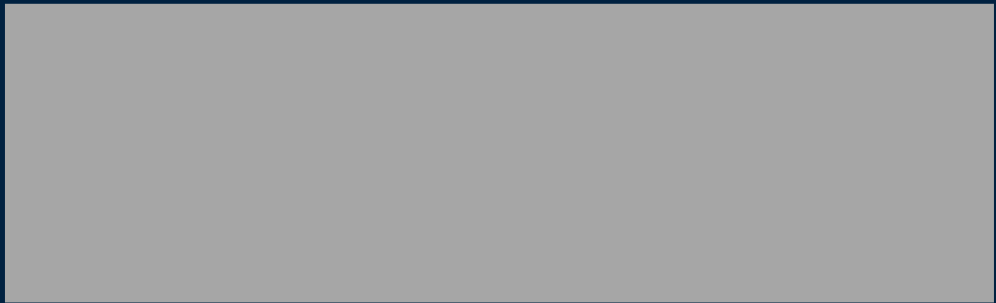
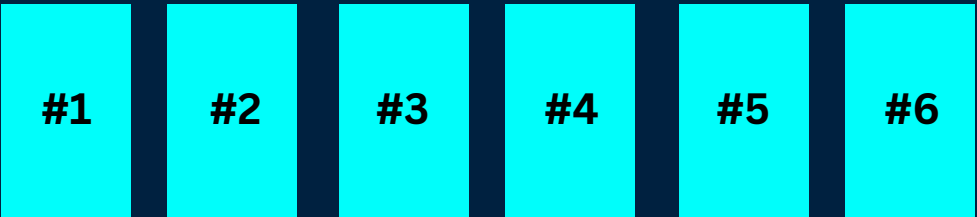
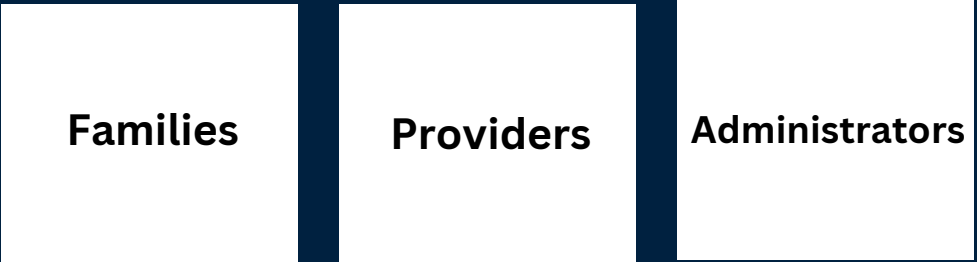
RESULT
STATEMENT

COMMITMENT

STRATEGIC
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ENABLERS

FOUNDATION



"Illinois will become the best state in the nation for families raising young children."
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Today
Helping families with young children easily and equitably access the services they need while also helping providers and administrators gain timely insights to remove any barriers in the way of children getting the possible start in life

TBD- Prioritized and sequenced for FY 25, 26 & 27

for example...

- Current assets
- Latest methods in data use
- Capacity for collecting & using data

TAC Equity Statement & Guiding Principles
Today

Data, Analytics & Insights Workgroup

PROPOSED COMMITMENT STATEMENT

The new Early Childhood Agency's Data, Analytics and Insights function will help families with young children easily and equitably access the services they need while also helping providers and administrators gain timely insights to remove any barriers in the way of children getting the best possible start in life.

FEEDBACK?

Data, Analytics & Insights Workgroup

PROPOSED COMMITMENT STATEMENT

An equitable system is one that meets the needs of all children and families, resulting in individual outcomes that cannot be predicted or determined by race, ethnicity, culture, language, gender, religion, orientation, geography, ability, immigration status, housing status, socioeconomic status, or any other protected class or circumstance.

The new Early Childhood Agency's Data, Analytics and Insights function will help families with young children easily and equitably access the services they need while also helping providers and administrators gain timely insights to remove any barriers in the way of children getting the possible start in life.

FEEDBACK?

Why have Guiding Principles?



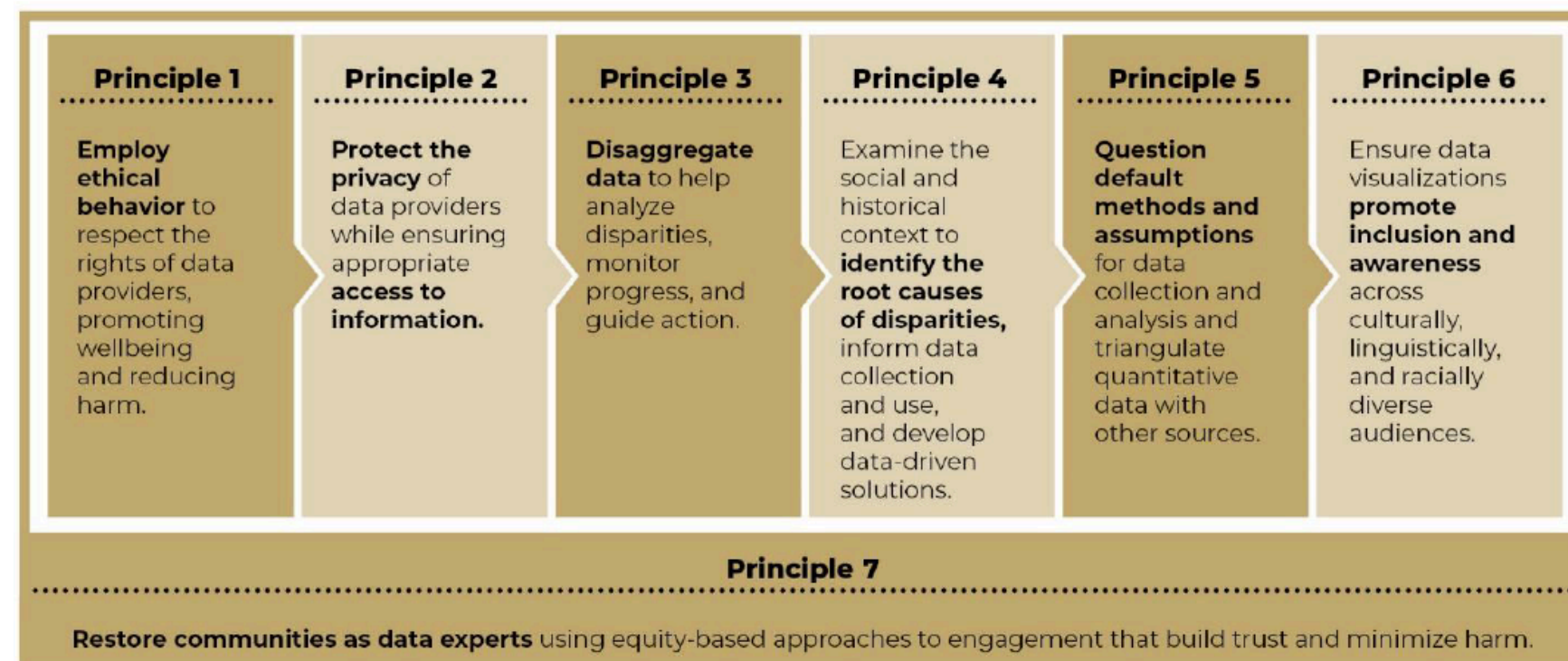
Education-to-Workforce Indicator Framework

Using Data to Promote Equity and
Economic Security for All

"Data can be a powerful tool when used purposefully and equitably. Data can empower practitioners, policymakers, and community members to make better, more informed decisions that are grounded in evidence, but they can also reinforce deficit narratives, biases, and other long-standing structural inequities when used inappropriately. To effectively assess and address disparities, we must not only have access to more and better data, but also be deliberate in how we use those data. Whether intentionally or unintentionally, data can be misused and misinterpreted, sometimes causing harm to communities already most marginalized. Thus, we must be aware of these risks and apply an equity lens to every phase of the data life cycle."

-- Excerpt from [Mathematica's Data Equity Principles](#)

Exhibit V.2. Data equity principles



Local Example(s)

Chicago Early Childhood Integrated Data System (CECIDS) Guiding Principles

As Chicago institutions and entities committed to using data to achieve better early childhood outcomes, we agree to the following guiding principles that describe the human capital, commitment, and effort it takes to translate the data into meaningful policy and practice change.

Comprehensive	Pursue greater visibility into the needs and experiences of all children birth through five in Chicago.
Equity	Use data as a powerful tool to achieve more equitable outcomes for children, and more equitable distribution of resources where they are needed most.
Inclusive	Ensure that the voices of communities and families are integrated into the effort throughout, from informing the measures selected, the collection of data, to creation of research agendas, to governance, to usage.
Trust	Build trust in a data governance model with well-defined roles and decision-making protocols, as well as clear and transparent processes for ingesting, analyzing, and sharing data with stakeholders.
Accessible	Ensure data are made available to all early childhood stakeholders, including families, program administrators, funders, advocates and policy-makers, in ways that are most valuable to them.
Transparent	Establish a clear and transparent delineation of what data, statistics, and findings can be shared publicly to the extent allowable under state and federal law.
Innovative	Leverage the latest technology to allow greater real-time access to data across the system in forms that are accessible and actionable.
Capacity	Build data literacy and analytic capacity, at all levels, to contextualize information and identify root causes of inequities.
Improvement	Promote use of data for continuous quality improvement to track outcomes and achieve goals and support policy and practice priorities

OTHER EXAMPLES? PLEASE SHARE / SEND

Data, Analytics & Insights Workgroup

GUIDING PRINCIPLES SURVEY

Ideally, a set of Guiding Principles will inform who benefits from --and is least burdened by--an Early Childhood data system, how data can identify inequities and can support priority populations, and how data is analyzed meaningfully and shared responsibly.

Data, Analytics & Insights Workgroup

GUIDING PRINCIPLES SURVEY

Namely, the Guiding Principles survey asks questions to help articulate a shared understanding of:

- **The value of data and for whom**
- **The benefits vs. burden of data**
- **The scope of early childhood data**
- **Responsible data reporting practices**
- **The necessary condition for data use (e.g. capacity)**

Data, Analytics & Insights Workgroup

GUIDING PRINCIPLES SURVEY

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- The value of data and for whom
- The benefits vs. burden of data
- The scope of early childhood data
- Responsible data reporting practices
- The necessary conditions for data use (e.g. capacity)

YOUR TURN!

SAMPLE SURVEY QUESTIONS VIA CHATBOX

QUESTION 1

**HOW DOES DATA HELP YOU IN YOUR EARLY CHILDHOOD
ROLE TODAY?**

SAMPLE SURVEY QUESTIONS VIA CHATBOX

QUESTION 2

WHAT DATA DO YOU WISH YOU HAD TO HELP YOU?

Getting Input on Guiding Principles Survey

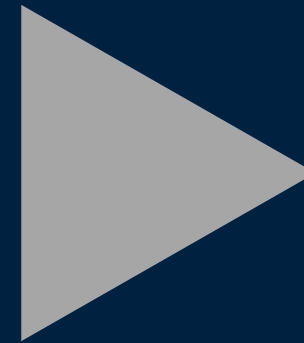
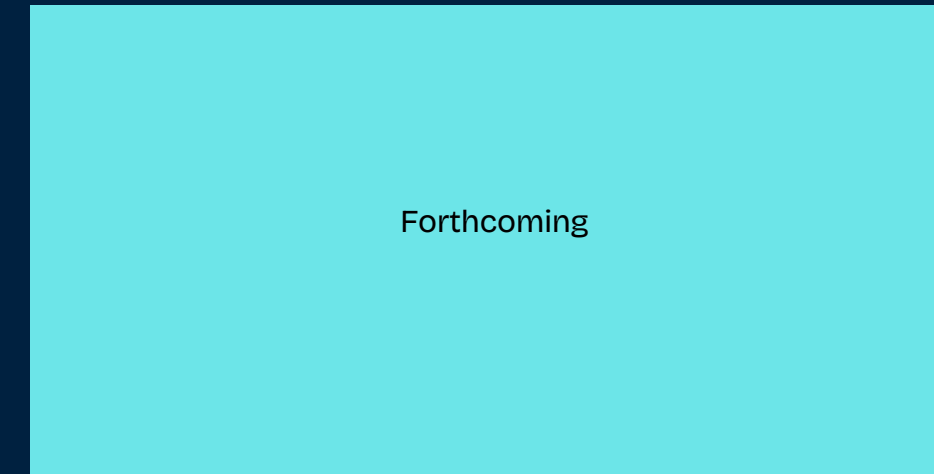
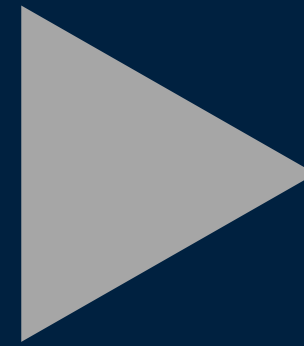
- ~15 questions survey with both intentionally open-ended and multiple choice questions
- Expect to get the draft survey by Monday, May 20
- Workgroup feedback on survey on due by Tuesday, May 28 (one week)
- Survey open between Wednesday, May 29 thru June 12 (two weeks)
- All responses will be used to generate a draft set of Guiding Principles shared with workgroup week of June 17th

Next Steps

- **Proposing to meet every third Tuesday or Wednesday of the month, alternating between morning and evening**
 - Happy to schedule a 1:1 with you if you have to miss a meeting
- **Next meetings are tentatively scheduled for:**
 - Tuesday, June 18th from 5-6pm
 - Wednesday, July 17th, AM time TBD
 - Wednesday, August 21st, 5-6pm
 - Wednesday, September 18th, AM time TBD
- **June meetings topics are**
 - Defining Year 1 implementation priorities
 - High level implementation considerations
 - Being 'Day 1' ready

Action Commitments

- Need a **volunteer** to share out (1 slide) on Workgroup updates during May 21st TAC Meeting.
- Be on the lookout for **Guiding Principles survey**. Feedback due by May 24th.
- Also be on the lookout for June workgroup meeting pre-reads.



Guiding Principles for new Early Childhood agency's Data & Learning function

"Data can be a powerful tool when used purposefully and equitably. Data can empower practitioners, policymakers and community members to make better, more informed decisions that are grounded in evidence, but they can also reinforce deficit narratives, biases, and other long-standing structural inequities when used inappropriately. To effectively assess and address disparities, we must not only have access to more and better data, but also be deliberate in how we use these data. Whether intentionally or unintentionally, data can be misused and misinterpreted, sometimes causing harm to communities already most marginalized. Thus, we must be aware of these risks and apply an equity lens to every phase of the data life cycle." -- Excerpt here and throughout from [Mathematics's Data Equity Principles](#)

By completing this 30-minute survey with both intentionally open-ended and multiple choice questions, you are providing your input on the Guiding Principles that will inform the new EC agency's Data and Learning function. Ideally, the set of Guiding Principles will inform who benefits from--and is least burdened by--an EC data system, how data can identify inequities and can support priority populations, and how data is analyzed meaningfully and shared responsibly.

All responses will be used to generate a draft set of Guiding Principles for the Governor's Office and the Transition Advisory Group to review and refine. Please feel free to reach out to Christina Krause at christinakrause@gmail.com if you'd like to share more--your continued feedback is most welcomed!

1. Email *

2. Please share your primary role in Illinois' Early Childhood System.

Mark only one oval.

☐ Provider
☐ Parent/Caregiver
☐ Community Member
☐ Workforce member
☐ Administrator
☐ Researcher
☐ Advocate
☐ Funder
☐ Other: _____

Articulating the Value of Data

The Guiding Principles should help articulate the value of the early childhood data collected and analyzed. While there is usually consensus that data should not be used for harmful or punitive purposes, there is often less consensus on what data can and should be used for. That's because different types of data are valuable in different ways to different users. The Guiding Principles should offer necessary guidelines for data users to ensure data are meaningful, accessible, and actionable for a variety of users.

