Connecting Data Across Systems and Sectors

Larry Pasti
Director of Field Services
Forum for Youth Investment
April 18, 2012
Ready by 21 Leadership Capacity Standards: Better Data

• Collect complete data about youth outcomes, community supports and leadership actions –
to inform collective efforts and demonstrate the link to improved outcomes.

• Align and connect data for decision making –
horizontally (across systems) and vertically (from individual and neighborhood through community and state).

• Use the best information about what works –
to make strategies more effective.
Leaders Taking Shared Accountability for:
- Partnerships
- Goals
- Data
- Actions

Services & Supports with:
- Coordination & Continuity
- Access & Participation
- High Quality

Children and Youth who are:
- Academically & Vocationally Productive
- Socially & Civically Connected
- Physically & Emotionally Healthy & Safe

Adapted from the Ready by 21 Theory of Change © 2011, Forum for Youth Investment
Multiple types of information are needed to effectively translate goals into actions – information about the status of children and youth, programs, policies and public and political will. Look at the list below of ways to “take stock” for children and youth. Think about your capacity to fund/call for/participate in data collection projects that would create “taking stock” reports – whether on a single issue (e.g., youth employment) or the full set of issues identified.

<table>
<thead>
<tr>
<th>WAYS TO TAKE STOCK FOR CHILDREN &amp; YOUTH</th>
<th>IMPORTANCE</th>
<th>AVAILABILITY</th>
<th>How is this information collected?</th>
<th>Who should be contacted for more information?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Hi</td>
<td>Low</td>
<td>Hi</td>
</tr>
<tr>
<td><strong>YOUTH OUTCOMES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Demographics &amp; Public Data – (e.g., Census Data, Administrative Data)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Developmental Progress – (e.g., social, emotional, learning indicators, internal assets)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 External Assets &amp; Supports – (e.g., 40 Assets, America’s Promise Every Child, Every Promise Survey)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Program Participation – (e.g., Program/System Participation Reports, Tracking Individuals Across Programs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Program Landscape – (e.g., Program and Offering Inventories)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Program Quality – (e.g., Program Assessments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 System/Organizational/Program Effectiveness– (e.g., Performance Measure Reports, Fidelity Reports)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Professional Workforce Capacity – (e.g., Workforce Survey, Professional Development Landscape Audit, External Assessments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Multiple types of information are needed to effectively translate goals into actions – information about the status of children and youth, programs, policies and public will. It is important to connect data across systems and jurisdictions. Communities need to have different coordinated capacities in order to turn information into action and to effectively use the volume of information available. Think about your capacity as an organization to carry out the functions below (e.g. collecting, warehousing, etc.) for the possible ways “to take stock” for children and youth and check the appropriate boxes. This tool is intended to help lead to action.

<table>
<thead>
<tr>
<th>WAYS TO TAKE STOCK FOR CHILDREN &amp; YOUTH</th>
<th>Collecting</th>
<th>Warehousing</th>
<th>Dissemination</th>
<th>Lowest Common Level of Analysis (Please check all that apply)</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary Data</td>
<td>Secondary Data</td>
<td>Store</td>
<td>Store with Search Capacity</td>
<td>Reports</td>
</tr>
<tr>
<td>YOUTH OUTCOMES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Demographics &amp; Public Data – (e.g., Census Data, Administrative Data)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Developmental Progress – (e.g., social, emotional, learning indicators, internal assets)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 External Assets &amp; Supports – (e.g., 40 Assets, America’s Promise Every Child, Every Promise Survey)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Program Participation – (e.g., Program/System Participation Reports, Tracking Individuals Across Programs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Program Landscape – (e.g., Program and Offering Inventories)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Program Quality – (e.g., Program Assessments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 System/Organizational/Program Effectiveness– (e.g., Performance Measure Reports, Monthly Funder Reports)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Professional Workforce Capacity – (e.g., Workforce Survey, Professional Development Landscape Audit, External Assessments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Resources/Investments – (e.g., Fiscal Maps)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

www.readyby21.org | Ready by 21 National Meeting | all youth ready for college work & life
It is the third year that the United Way of Richmond & Petersburg has collected data about the program landscape, informing decisions in the governmental and philanthropic sectors.
CYE Investment Amounts by Focus Areas

CYE Investment Totals

N=17 funders
Harriet Tubman, After School Programs and Crime Locations: Routing Children for Safety
The Challenge of Ed. Data

Family
Educational
Rights &
Privacy
Act

...FERPA!
FERPA

• First Look: New FERPA Regulations
  http://www.forumfyi.org/FirstLookFERPA

• The Forum’s Recap of ED’s new guidance
  – Expands who can access/use data

• Issued Dec. 2011
Thinking about ‘What Works’

- Using research
- Evidence-based Practice
- Local knowledge & evaluation
- National information & local context
Importance of Language

• Evidence-based:
  – Is governed by a protocol that specifies the nature, quality, and amount of service that constitutes the program
  – high scientific standards for evaluating the effects

• Research-based:
  – Has some research demonstrating effectiveness

• Theory-based:
  – Has general support among providers and experts

• Proven/Promising/Innovative: levels of proof
Importance of Language

• Differentiating research from evaluation
• Differentiating contribution vs. attribution
Children and Youth Information Sharing

José Esquibel

Director

Interagency Prevention Systems for Children and Youth

Colorado Department of Public Health and Environment

April 19, 2012
Information Sharing

• Why Information Sharing is Important
  – Agencies have difficulties accessing pertinent information to coordinate services, especially for multi-system children, youth and families
  – Reduces gaps or duplication in services
  – Assists with making informed decisions
  – Better data available for planning and evaluation of programs
Vision:
Children, youth and families experience seamless and collaborative services and supports that are responsive to their interests and needs. This is facilitated by information sharing that safeguards their privacy at both the state and local level.

Mission Statement:
To develop strategies for sharing information to optimize services available and delivered to children, youth and families in Colorado.
Colorado Children and Youth Information Sharing

• Interagency MOU among six state departments provides executive branch and judicial branch leadership support for the CCYIS initiative (Education, Human Services, Judicial, Public Health, Public Safety, and Health Care Policy and Finance).

• CCYIS Collaborative formed with representatives of six state departments and local county collaborative groups.
Colorado Children and Youth Information Sharing

- Working with the Center for Network Development, the lead organization for the National Juvenile Information Sharing Initiative (www.juvenileis.org).

- Part of a national juvenile information sharing pilot, receiving funding from the Office of Juvenile Justice and Delinquency Prevention (www.juvenileis.org/pilot_colorado.html)
Colorado Children and Youth Information Sharing

• Office of Juvenile Justice and Delinquency Prevention is building upon accomplishments of the CCYIS pilot to move juvenile information sharing (JIS) forward across the country

• Development of policies around privacy and consent will be used as a template for other JIS pilot sites

• Governance structure developed by CCYIS will be used as a governance model by other potential JIS sites

• CCYIS using national standard for information exchanges
Youth and Parent Perspective

• Youth and parents expect information to be shared and they expect the information to be accurate and consistent with their needs.

• From the stress of long intake processes to concern over the accuracy of information recorded, parents and youth report being very uncomfortable and most did remember being asked to consent or authorize information sharing.
Contact—

José Esquibel
Director, Interagency Prevention Systems for Children and Youth
Chair, Colorado Prevention Leadership Council

j.esquibel@state.co.us
303-692-2302
www.colorado.gov/plc
Connecting Data Across Systems and Sectors – Nashville, TN

Laura Hansen

Director of Information Management and Decision Support
Metro Nashville Public Schools
April 17, 2012
What is the Goal?

• Improve services to children, youth and family by building capacity in organizations to provide relevant, targeted, effective programming through an understanding of the needs of individuals they serve

  – **Information** is the magnet that brings organizations together under a common purpose

  – **Information** is the glue that sustains collaborative efforts
NAZA Data System Model

MNPS IT and Metro Govt IT departments are collaborating to maximize resources already available to each entity and create an system that will meet the operational and reporting needs of the Nashville After Zone Alliance as well as facilitate advanced analysis regarding the effectiveness of afterschool programs on student success.
Nashville Promise Neighborhood

• **Key component:** Ability to analyze, report, and share child and youth outcomes data between collaborative partners, leadership, and members of the community is necessary

• **Social Solutions ETO software** – gather information from program providers

• **MNPS** – provide student data (discipline, grades, attendance, assessments, post-secondary outcomes, etc.)

• **Goal to improve effectiveness of targeted services and measure impact for the purpose of continuous improvement**
Other Data Relationships Being Fostered

- Tennessee Higher Education Commission
  - Post-Secondary Data
  - Workforce Data
- Department of Children’s Services
- Metro Health Department
<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>SWD</th>
<th>FRL</th>
<th>ELL</th>
<th>Absences</th>
<th>Tardies</th>
<th>Att %</th>
<th>Att Days OSS</th>
<th>Att Days ISS</th>
<th>Counselor</th>
<th>Advisor</th>
<th>Start Date</th>
<th>End Date</th>
<th>Exit Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker-Simith, Tebita Marie</td>
<td>6 F</td>
<td>W</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>19</td>
<td>2</td>
<td>88.52</td>
<td>10</td>
<td>5</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>02/02/2012</td>
<td>02/14/2012</td>
<td>Excessive absence</td>
</tr>
<tr>
<td>Ballard, Marcus Lee</td>
<td>6 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>7</td>
<td>2</td>
<td>95.04</td>
<td>15</td>
<td>10</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>09/01/2011</td>
<td>06/30/2012</td>
<td>N/A</td>
</tr>
<tr>
<td>Ratey, Markese D'lon</td>
<td>5 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>60</td>
<td>16</td>
<td>78.72</td>
<td>16</td>
<td>2</td>
<td>Dukes, Kym R</td>
<td>--</td>
<td>02/01/2012</td>
<td>03/13/2012</td>
<td>Excessive absence</td>
</tr>
<tr>
<td>Beddingfield, Shanchez, Corderique</td>
<td>5 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>14</td>
<td>4</td>
<td>95.04</td>
<td>4</td>
<td>10</td>
<td>Dukes, Kym R</td>
<td>--</td>
<td>09/12/2011</td>
<td>09/29/2011</td>
<td>Excessive absence</td>
</tr>
<tr>
<td>Beddingfield, Shanchez, Corderique</td>
<td>5 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>14</td>
<td>4</td>
<td>95.04</td>
<td>4</td>
<td>10</td>
<td>Dukes, Kym R</td>
<td>--</td>
<td>02/01/2012</td>
<td>02/13/2012</td>
<td>Excessive absence</td>
</tr>
<tr>
<td>Bibbs, Zaria Lea</td>
<td>6 F</td>
<td>B</td>
<td>Y</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>4</td>
<td>4</td>
<td>98.58</td>
<td>2</td>
<td>2</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>09/01/2011</td>
<td>09/29/2011</td>
<td>Unknown</td>
</tr>
<tr>
<td>Bibbs, Zaria Lea</td>
<td>6 F</td>
<td>B</td>
<td>Y</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>4</td>
<td>4</td>
<td>98.58</td>
<td>2</td>
<td>2</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>09/14/2011</td>
<td>01/19/2012</td>
<td>Parent request</td>
</tr>
<tr>
<td>Duford, Ivan Lawrence</td>
<td>6 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>15</td>
<td>1</td>
<td>89.30</td>
<td>1</td>
<td>1</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>11/10/2011</td>
<td>02/13/2012</td>
<td>Excessive absence</td>
</tr>
<tr>
<td>Choute, Lamont</td>
<td>5 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>1</td>
<td>0</td>
<td>98.08</td>
<td>0</td>
<td>0</td>
<td>Dukes, Kym R</td>
<td>--</td>
<td>04/11/2012</td>
<td>06/30/2012</td>
<td>N/A</td>
</tr>
<tr>
<td>Claybrooks, Inique</td>
<td>5 F</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>8</td>
<td>6</td>
<td>94.33</td>
<td>0</td>
<td>0</td>
<td>Dukes, Kym R</td>
<td>--</td>
<td>09/12/2011</td>
<td>06/30/2012</td>
<td>N/A</td>
</tr>
<tr>
<td>Claybrooks, Larry Duane</td>
<td>6 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>12</td>
<td>14</td>
<td>91.49</td>
<td>1</td>
<td>2</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>09/12/2011</td>
<td>06/30/2012</td>
<td>N/A</td>
</tr>
<tr>
<td>Dowell, Regina D.</td>
<td>6 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>3</td>
<td>5</td>
<td>97.87</td>
<td>1</td>
<td>4</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>11/02/2011</td>
<td>03/13/2012</td>
<td>Parent request</td>
</tr>
<tr>
<td>Forque, Simon Junior</td>
<td>8 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>3</td>
<td>5</td>
<td>100.00</td>
<td>0</td>
<td>0</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>09/12/2011</td>
<td>09/29/2011</td>
<td>Unknown</td>
</tr>
<tr>
<td>Forque, Simon Junior</td>
<td>8 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>3</td>
<td>5</td>
<td>100.00</td>
<td>0</td>
<td>0</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>09/12/2011</td>
<td>09/29/2011</td>
<td>Unknown</td>
</tr>
<tr>
<td>French, LaBarius De'Vontae</td>
<td>7 M</td>
<td>B</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>4</td>
<td>4</td>
<td>97.16</td>
<td>3</td>
<td>4</td>
<td>Dukes, Kym R</td>
<td>--</td>
<td>11/15/2011</td>
<td>06/30/2012</td>
<td>N/A</td>
</tr>
<tr>
<td>Gordo, Kevin Lee</td>
<td>6 M</td>
<td>W</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>2</td>
<td>1</td>
<td>98.58</td>
<td>1</td>
<td>0</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>09/27/2011</td>
<td>11/16/2011</td>
<td>Parent request</td>
</tr>
<tr>
<td>Heynes, KeAnthony Tywan</td>
<td>5 M</td>
<td>B</td>
<td>Y</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>7</td>
<td>7</td>
<td>95.04</td>
<td>3</td>
<td>2</td>
<td>Dukee, Kym R</td>
<td>--</td>
<td>11/08/2011</td>
<td>02/23/2012</td>
<td>Excessive absence</td>
</tr>
<tr>
<td>Hildon, Krisin Niki</td>
<td>6 F</td>
<td>W</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>N</td>
<td>8</td>
<td>13</td>
<td>94.33</td>
<td>3</td>
<td>2</td>
<td>Larkin, Karla R</td>
<td>--</td>
<td>09/01/2011</td>
<td>09/09/2011</td>
<td>N/A</td>
</tr>
</tbody>
</table>