



## Data Workgroup

Wednesday, November 20, 2013 (2-3:30p)

San Jose Sobrato Center for Nonprofits

In Attendance: Mariah Artley (CTC), Katee Peak (TeenForce), Julie Cates (MVLA Challenge Team), Katrina Slater (Kids in Common), Dana Bunnett (Kids in Common), Suchi Bhunia (CTA), Julia Burkhead (CTA), Richard Martinez (work2future), Elizabeth Alvarez (Franklin McKinley Children's Initiative).

### Aspen Updates

- Representatives from the Santa Clara County Opportunity Youth Partnership went to Aspen, Colorado at the beginning of November for a Convening hosted by The Aspen Institute. Representatives from each of the 21 communities were present. Workshops were offered that centered on building your collaborative, pathway development, data, policy, and funding.

Jen Padgett is out sick, but sent in the following report:

*There are a lot of data sources about kids and education available that will help us with understanding the issues from an external standpoint. I've given what I found to Suchi - our CTA intern. United Way has a great resource if they info on our county.*

*The data/tech meetings said to start small with the collection and partners if necessary and them expand as we improve on systems.*

*There was no enlightenment on the subjectivity of measures. We have been asked to track. It seems as if they are waiting to hear back from communities on this. We have an opportunity to define for us - and encourage the other California Communities to work with us. We will convene a statewide data group.*

*Right now we are still in research phase I feel - and should move into design within next meeting or two.*

*We have some good opportunities for funding through Cisco and maybe Microsoft - both we will explore with Dana.*

*Next up - I think we should develop a survey for all the California communities - and choose a communication tool.*

Katrina, Dana, and Julia provided additional information:

- There are five communities from California: SCC, Del Norte County, Oakland, Los Angeles, and San Diego. Most other communities are still in the very early stages of looking at data collection. CTA has offered to lead the data discussion for the CA contingent.
- We still don't have clarity about the subjective elements of the common indicators. We have the opportunity to define these and lead the conversation with this in the other CA communities.
- Will need to use national level sources for our baselines.
- The San Jose Mayor's Gang Prevention Task Force can provide gang-related data by zip codes.
- There is still the need to identify a cohort:

- We need to understand and identify where our source points for tracked youth are and how youth move along services. This will be informed by the work of the Pathways group.
- These will be the youth that we measure, but they may not be the only youth who are impacted. We will continue to expand the cohort as implementation progresses.

**Data Resource:** <http://www.nfocus.com/wp-content/uploads/Collective-Ideas-to-Collective-Impact.pdf>

This was sent out earlier and a good document to review. We are still in the vision/research stage, but we will be moving into the structure.

**Report backs on research areas:**

From Mariah--Family Education Rights and Privacy Act:

- This is going to be a huge issue with us.
- Most waivers are good for a year and parents must sign them.
- There are exceptions for the justice system, etc.
- The waiver needs to be specific to exactly which data we need. It is still at the school's discretion as to what they release.
- We will really need to work closely with the schools. They need to buy in to the work that we are doing.
- Schools can release transfers, dates of attendance, or directory information without waivers.
- Julia shared that if we position OYP as an organization that is trying to do research that benefits the school then we could access specific information. CTA could be a Business Associate with the district(s).
- There is currently work being done in the county looking at how we can better serve foster youth, justice engaged youth, youth with mental health issues, since there is so much overlap.
- Dana will look in to the Strive Foundation and how they have been able to get around FERPA. Elizabeth shared that Strive is launching their dashboard that school districts are using. The district is the holder of the data. The partner organizations share the data with the schools. The Franklin McKinley Children's Initiative is also working with the Gardner Center, which is a research institute.

Subjective Common Indicators: work2future defines this terms based on federal guidelines. Below is what Richard shared with the group:

**Q3: Please provide your definition if you currently use the following term (or similar term) for data collection purposes. Participate in and successfully complete an internship or related work experience "as part of their progress along a pathway"**

We use the US Department of Labor/ETA definition per TEGL 15-10 and earlier iterations that a career pathway "refers to a clear sequence of education and/or training coursework and related services that prepares individuals to meet their career objectives." In that sequence, purposely linking internships or structured experience in a work environment that is purposely linked to a selected pathway

**Q4: Please provide your definition if you currently use the following term (or similar term) for data collection purposes. Earn post-secondary credentials including short-term certificates "with proven value in the labor market, industry-recognized credentials and/or two- and four- year degrees"**

TEGL 15-10 states: Within the context of workforce

development generally, the term credential refers to an attestation of qualification or competence issued to an individual by a third party (such as an educational institution or an industry or occupational certifying organization) with the relevant authority or assumed competence to issue such a credential.

Examples of credentials include:

- Educational Diplomas and Certificates (typically for one academic year or less of study);
- Educational Degrees, such as an associate's (2-year) or bachelor's (4-year) degree;
- Registered Apprenticeship Certificate;
- Occupational Licenses (typically, but not always, awarded by state government agencies); and
- Industry-recognized or professional association certifications; also known as personnel certifications; and
- Other certificates of skills completion.

**Q5: Please provide your definition if you currently use the following term (or similar term) for data collection purposes. Gain employment "in career field"**

We use employment generally but often have to meet standards that require a level of "training-related employment" where the placement has a direct correlation to the training a client completed.

**Q6: Please list any other subjective indicators related to opportunity youth engagement in education or work that you collect and how you define them:**

WIA programs in California currently use three USDOL approved measures of performance with youth (termed Common Measures):

- Certification rate
- Literacy gain (improvement) rate
- Placement rate (includes employment, postsecondary, and military placement)

Mariah and Richard explained that:

- If youth get a job that doesn't align with the labor market code that they received their training in, they wouldn't "count" as gaining a career in their field by WIA standards.
- You need to establish "crosswalks" or "lattices" that align sectors together if you want to be able to show gains and successes beyond the WIA definitions. The reality is that a person may start in one field and then may move laterally to another field that has more potential to move up. This may no longer be in their trained "career field."
- Julia also shared that another issue is that students can get certificates that should have "proven value" in the labor market, but then they still can't get a job.
- The feds do look at the potential for growth in the industry to define it has having proven value in the labor market.
- **The WIA definition was developed in the 70s. We would want to modify this for OYP.**

- Of course we need quantitative data, but with youth with many barriers there are things that are harder to measure.
- Julia suggested starting with the national WIA definition, but modifying it to meet our needs. Mariah and Richard will go back and re-define these based on their experience.
- Issue: other indicators—California is also looking at adding more indicators to the WIA indicators. The City is also looking at other indicators. San Jose also has BEST indicators.

Obtaining consent for identified, confidential information:

- If there is case conferencing with youth who are being tracked, then individual data will be an issue. If a youth is already connected with an organization that is already collecting this data would we be able to be a Business Partner with that org to then have access to their data?
- School districts do give out some information. Example: CTC gets a roster of students who are not on track to graduate from Eastside Union High School District so CTC can contact them about the GED program. CTC serves 250 per year for GED and the list they receive from the school district is much longer.

#### **Project Management Software:**

- In an effort to ensure we are not duplicating efforts, Suchi has researched and suggested using Freedcamp (free version of Base Camp) to track our work.
- 1000 Out of Poverty is using Basecamp and Katee recommends using less frequent email notifications (use the “digest” version) so you don’t get bombarded with emails.
- We could also use this platform with the CA contingent and have separate conversation threads.
- Would people use this?

NYEC report from Suchi:

- Post-secondary initiative working with justice engaged youth.
- Received data dictionary from their project.
- Best Practice: make sure to code who is participating (not names), look at progress measures (receiving a particular number of credits), identifying barriers
- Katrina asked if we would want to look at using the Self Sufficiency Matrix, in addition to education and employment questions to address some of the barrier/stabilization issues. Richard also suggested looking at Project Cornerstone’s Developmental Assets.
- Julie suggested looking at how schools record information to make sure we are consistent in how we ask partners to record information.

PYN’s Dropout crisis

- Suchi spoke about the drop-out crisis in Philadelphia, 8<sup>th</sup> graders are dropping most out of school and they are obtaining their data from a system called KIDS ( Kids Integrated Data System) where they are merging individual level data from school districts, health and human services and emergency services. More research on this is needed.

Next steps:

- Invite everyone to Freedcamp. Purchase Unlimited Storage

- Come to finality on subjective indicators. Mariah and Richard will make suggestions and the Data group will come to a consensus on this online.
- Our biggest challenge will be consent from minors to collect data: if you talk to other partners working with minors, please use the questionnaire on Freedcamp and see how others are using consent forms.
- Will send out Doodle for next meeting in January and will also be setting up regular meetings.