

Making the Connection: Sharing Information and Data While Protecting Privacy of Youth Webinar

Speakers:

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Ms. Michelle Boyd: Hello, and welcome to “Making the Connection: Sharing Information and Data While Protecting Privacy of Youth,” a webinar sponsored by the Interagency Working Group on Youth Programs. I am Michelle Boyd, a policy fellow at the Department of Health and Human Services. Before we get into the webinar, I want to walk you through a few technical and logistical items. Please note that all participant lines are muted and will remain muted throughout the course of the discussion so you will not be able to be heard. Your questions are welcome. We will pause at multiple points throughout today's conversations to share your questions or comments with our guests. If you have a question during the question-and-answer periods or at any time during the conversation, please type it into the question and answer box located at the top left of your screen. We will try to get to as many questions as possible, given our time allotted. Any questions that we do not get to will be collected and answered in an upcoming brief published on FindYouthInfo.gov.

Vulnerable youth populations such as youth transitioning out of the child welfare system and youth who become disconnected from school and work can find it challenging to navigate the systems that can connect or reconnect them to postsecondary education, training, or rewarding careers. These youth can struggle to reach the educational and employment milestones that set them on a path to economic self-sufficiency and a successful transition to adulthood. Effectively linking these youth to the services, supports, and opportunities that can help ensure the successful navigation of these pathways often requires considerable coordination among youth serving systems. Yet, too often, youth serving systems face a number of obstacles to this coordination. Barriers at the local, state and federal level include lack of data, limited understanding of best practices for data sharing, lack of accountability for data on specific populations of disconnected youth, and confidentiality concerns can make it challenging to provide services to children and youth and build collaborative partnerships. During this informative webinar, presenters will share information about new federal efforts to encourage greater cross system coordination, promising state-level practices around data sharing, and a successful collaborative partnership at the local level to reengage youth who have dropped out of high school and assist youth who have graduated high school but are not currently employed. The goal for today's webinar will be first to understand the importance of data and information sharing for transition age and disconnected youth, also to learn more about policies at the federal level around data and information sharing, third, to identify a number of promising practices and new opportunities for enhancing data and information sharing by youth serving systems working with disconnected youth

and youth at risk of disconnection, and finally, to explore how to reach young adults and strategies employed by two successful programs. Our first presentation will be from Dr. Brett Brown who will provide an overview of federal level policies related to information and data sharing for transition age and disconnected youth and highlight some of the recent federal and nonfederal initiatives to promote data sharing across systems. Dr. Brown is the Director of the Office of Data, Analysis, Research, and Evaluation at the Administration on Children, Youth and Families, or ACYF.

Prior to joining ACYF in 2012, he was Vice President for Child and Family studies at Walter R. McDonald and Associates Incorporated, where he led a national, multi-site randomized controlled trial evaluation of differential response. Prior to joining WRNA, Dr. Brown was the Director for Social Indicators Research at Child Trends, a nonpartisan, nonprofit research firm. He is an internationally-recognized researcher with over 20 years of experience in the development and use of social indicators to inform child and family policy. We will now turn it over to Brett.

Dr. Brett Brown: Thank you, Michelle and good afternoon everyone. I am going to provide a little overview of what federal agencies are doing around administrative data sharing, including some of the guidance on the restrictions around privacy issues and also some of the promotional efforts to increase data sharing. This defines the central tension within data sharing efforts. On one hand, administrative data has tremendous potential to inform the work we do both in terms of the research that helps us understand how to deliver higher-quality services and more coordinated services and in terms of the real-time service delivery; the more information one has access to in making decisions for youth or whoever one is serving at the time, the better off the decisions are likely to be. So, that's good and there is a great deal of untapped potential where administrative data is concerned. On the other hand, or the other half of that tension though, are the legitimate concerns for privacy on the part of those that we serve. There is a lot of very sensitive data that are collected and present in administrative data systems, and sort of the challenge is to figure out how to make best use of that information to maximize our understanding and our knowledge while still respecting the legitimate privacy needs of American citizens. So, I would put it that way and I would not put it in terms of balancing one against the other but how to make sure that we respect both. There are a number of reasons one would want to use shared data. One is for knowledge building purposes. A lot of research is dependent on administrative databases and on the linking of administrative data across multiple systems in order to get a more complete picture and a more longitudinal picture also of what is going on with youth. And there is also a movement, fairly recently I think, to link administrative data systems in order to support low-cost, high-quality experimental evaluations, design evaluations. Once these linked administrative data systems are in place, then being able to do these RCT evaluations, one can do it at relatively low cost and high speed, so there is a great deal of interest in that. Second, besides just basic knowledge building are statistical purposes, and that would be doing a needs assessment, system performance monitoring, to see how well organizations are doing. That can be done within particular administrative data systems, but the value and possibilities for what one can do when one links multiple systems together are a very important representation of a large step forward. And most of the exceptions to federal laws that guide privacy really work around statistical uses of data tools which we will see in a moment. And the third use was for coordinating and improving services. And one can imagine that for youth, if one is serving youth and trying to coordinate services for high-risk youth who are usually involved in multiple systems at the same time, being able to see, let's just say you are in education, what is happening with that child in juvenile justice with that child, with child welfare with that child, can help make better decisions and help you coordinate the services across those agencies. So as I said, that also involves opening the data up to a lot more people and that creates problems with privacy.

Data can be shared in number of forms, some of which more or less sensitive. The most sensitive are identifiable individual records. So, those are records that have got names, birth dates, and social security numbers - direct identifiable information. That is absolutely necessary, I would say if you want to be able to link records for service use. Not necessary when you want to use them for research purposes. The second, formed data can be shared is de-identified individual data, and these are records but in which the social security numbers and the birth dates and other information has been removed. And I'll give you an example, in our own agency, we have adoption and foster care data, AFCARS data, the child abuse and neglect data system, both of which have case records from all over the country for every case in the country. And also, the National Youth Transition Database, which is for youth who are transitioning out of foster care. And what ACYF has done is worked with states over the last 10 or so years to give kids, each case, a unique identifier. What that allows us to do is, they give us the data and we can't tell who the individuals are but we can link a youth's AFCARS record with their NCANS record with their NYTD record for research purposes. Finally, there is also aggregated data which is the safest, least sensitive form. Even here, there are cases which, depending on how rare an event, say you're crossing detailed race information by child welfare abuse and neglect information, you can still end up with exposing private information if you're not careful.

There are a number of laws that protect confidentiality and privacy, federal laws, including the "mother of all these laws," the Federal Privacy Act of 1974, which applies to many of the federal data collection efforts. The Privacy Act requires written consent to share identifiable records, written consent of the youth or the parent. There are a number of specific exceptions: for statistical purposes, for what they call routine use, there are a number of others. This is intended to cover many different data collection efforts. There have been a number of amendments to cover very specific situations. The one I'm familiar with is the Uninterrupted Scholars Act. That is an amendment to the Privacy Act, which specifically allows child welfare workers access to educational records of the children they are overseeing in foster care. In addition to that, there is the HIPAA law that specifically covers health data. The HIPAA Act was specifically intended to facilitate the sharing of health record information to those who needed it for an efficient health system. So insurance companies and doctors and hospitals should all be able to see one's record, but that sort of expanded the set of people that need to use it, that presents a lot of additional risks to privacy. It goes into quite a bit of detail on who may see those data and under what circumstances. There are some exceptions to the confidentiality in HIPAA, for service purposes and statistical purposes in some very specific circumstances. FERPA is the educational equivalent to HIPAA. It gives the same kind of restrictions for the purposes for which it may be used. There are some exceptions for educational research on behalf of educational institutions, but in most cases, one would have to get written consent in order to use the data for other purposes.

In addition to these federal laws, there are also a host of individual state laws, so, if one is going to set up any kind of a data sharing agreement for an integrated data system, one would want to know what state laws cover the sharing of data and also probably be familiar with the attorneys, the particular attorneys general interpretation of the federal laws and there can be some substantial differences across states and how the attorney generals interpret these laws. And then of course, there are many federal regulations associated with these laws, so, laws lay out the basics circumstances under which data can be shared, not shared, and the regulations go into a great deal more detail in order to give adequate guidance. Now, for those were looking for a little bit of an introduction to this, there is a nice piece by the Actionable Intelligence for Social Policy called "Connecting the Dots." It was a publication put out several years ago that summarizes the legal issues pretty well.

We have already discussed the exceptions to the privacy and the most common exceptions in the federal laws are for the gathering of statistical data and for research and there are also many of these laws that have specific exceptions for law enforcement needs.

Legal agreements to facilitate data sharing. When your data sharing goal does not fall under any of the exceptions for the federal laws I was talking about, one is required to get written consent of the youth or parents in order to set up a systems. It's not uncommon and it's very achievable in most cases, but it does require forethought. Because if you do need to get written consent, one of the big advantages of administrative data is one can link the data and look back in time to see how things are going. Unless the data use falls under one of those exceptions, if you need written consent, you can only look at data for youth that you have that active written consent for, which is something that requires advanced planning. And then there are data sharing agreements, like memorandum of understanding. These are most commonly, you'll have a data sharing agreement, either between agencies who want to use each other's data for specific purposes, or you may have an agreement between agencies and a research group, which is the circumstance that I am more familiar with. And there, really, you spell out in great detail who is to have access under what circumstances, how the data are to be safeguarded, and that will include things like the data to be locked in safe and what kinds of uses that data can be put to, and finally, once the particular project is over, how the data will be disposed of or destroyed so that we don't have to worry about the people's personal information being on folks' computer hard disks.

Now, a lot of what we have been discussing up to this point has been focused on the restrictions and this all sounds very legal and there is that part of it. But, federal agencies are very enthusiastic about encouraging organizations to share their data and to use integrated data systems to help inform their service and to inform research. And, I have a few examples here, the Office of Management and Budget just put out a guidance earlier this year on providing and using administrative data for statistical purposes. So, it's a guidance for Federal agencies but also it would be very useful to local groups who are looking to use this kind of data. The Administration for Children, Youth and Families, which is where children work, last year put out an informational memo actively encouraging data sharing by state child welfare agencies. We have a lot of grantees who have an evaluation component to their grants that requires that they have access to this sort of administrative data in order to do their evaluation. So, the agency has a strong interest in encouraging that kind of sharing. I already described to you some of our efforts to build in link-ability into the ACYF administrative databases. Many of you who are involved in education will be quite familiar with the statewide longitudinal educational systems program from the department of education, where for some years, they have been strongly encouraging and financially supporting the development of the longitudinal education records that eventually would cover from preschool all the way through college. This is hardly an exhaustive list, but I just wanted to give you a sense for what is out there. Administration for Children and Families, which is one level above ACYF in the HHS hierarchy has something called the interoperability effort which was connected with the Affordable Care Act, and this is data sharing on a slightly different level, and that is in working with different administrative data systems to be able to have the same sort of data structures and definitions so that systems can talk to each other directly. So they have been looking at how healthcare data systems and Medicaid systems can also be talking to FNS systems and child welfare systems.

So, finally, there are also a number of non-federal efforts to promote data sharing. Again, this is not exhaustive, but there are two groups that are doing some very good work in this area. One is the Actionable Intelligence for Social Policy out of the University of Pennsylvania, which is headed up by Dennis Culhane and John Fantuzzo. They have a network of communities and states that have been

developing administrative data systems. I think there are 40 or 50 members to this network and they are a mutual support group and are also developing various toolkits to help those who are interested and I think that it can be a great source of information for those who are interested in building their own systems. It is primarily a research-oriented group, as opposed to a service-oriented group, so there is that caveat. The second group is working out of the National Neighborhood Indicators Partnership overseen by the Urban Institute and the Annie E. Casey Foundation has provided funding for six of their NNIP sites to develop integrated data systems that can rely on work and use those for needs assessment, social indicators work of various sorts. All right, so that is my presentation and I have 13 seconds to spare.

Ms. Michelle Boyd: Thank you, Brett, for that very informative and thorough presentation. We really appreciate it. Before moving onto the next presentation, I first wanted to address a couple of questions that came through the question-and-answer box. To address those questions, I want to let everyone know this slides will be made available after the webinar and we are also recording this session and recording and slides will be made available. We also want to continue hearing from you so please submit your questions to the question-and-answer box and we also want to use this time to present one of our polling questions, and we will pull that polling question up shortly. So, the polling question that we have presented to you all is that we want you to indicate what services sector you represent and so we have a number of choices. When you have a chance to respond to that question. And as you are responding, I will go ahead and transition and let you know about our next presenter. So, now we'll hear from Mary Ellen Wiggins about the Performance Partnership Pilots initiative. Mary Ellen works in the White House Office of Management and Budget and is the co-project manager for the Performance Partnership Pilot. She previously served at OMB as the Program Manager for Partnership Funds for Program Integrity, which is authorized to identify ways to improve the effectiveness and efficiency of state-administered federal assistance programs. She also served as the Program Examiner for the Department of Veterans Affairs Compensation Pensions Program. Mary Ellen has also worked as a vocational educational counselor for the Phoenix House Adolescent Drug and Alcohol treatment programs, and as a coordinator for the global learning school enrichment programs in Central America. So I will turn it over now to Mary Ellen to give her presentation on the Performance Partnership Pilots.

Ms. Mary Ellen Wiggins: Thank you, so much, and thank you for the opportunity to be here with all of you today. I'm really excited to get to talk about this important topic and of course, to hear the other wonderful presentations that we have going. I'm sorry but I have to start off with a technical question. Oh, never mind, it was resolved. So jumping into our Performance Partnership Pilot for disconnected youth. So, the headline here is that this is really an exciting and unique opportunity to test innovative cost-effective and outcomes-focused strategies for improving results for disconnected youth. The basic premise here is that state, local, and tribal governments working together with nonprofits and other partners can propose ways to blend together funds from different youth serving programs into one pot, agree with federal agencies on flexibilities that are needed, and then be accountable for improvements in education, employment, and other key outcomes. So basically, what this does is it supports a youth-centric approach. Folks in the field can start off with a series of questions, first asking: who is that you're trying to serve? What works for that population? What are eligible funding streams that you can use? What are the rules and requirements for those funding streams that would need to be waived or be modified in some way to make your pilot proposal possible. Then accountability again is focused on outcomes. So, once you have funding all blended into one pot, instead of having the same detailed, process-oriented compliance activities that might normally go along with all of those separate funding streams, we'd be thinking about, what are some domains for outcomes for youth we'd really want to measure like employment, education, and other key areas for example health or

recidivism. Our hypothesis here is that the flexibility to blend money and get waivers will help state, local, and tribal governments really overcome hurdles to improving outcomes for disconnected youth.

Here are a few key features that you'll see here on the slide. It was given to us in January by the Consolidated Appropriations Act of 2014, otherwise known as the Omnibus. Funds that are included are FY 2014 discretionary funds. That basically means competitive and formula grants from the Department of Health and Human Services, Labor, Education, and related agencies, such as the Corporation for National and Community Service, the Institute of Museum and Library Sciences, and some others. Our authority lets us do up to 10 pilots, and those pilots are going to be governed by performance agreements between a lead federal agency, which may be different for each pilot depending on what it is trying to do, and all of the government jurisdictions that are involved in a particular pilot. That might mean multiple agencies from any level of government, like multiple local agencies, multiple state agencies. It might also involve multiple levels of government; everyone who would be involved in implementing the pilot or responsible for funds that are being used.

Let's go over some of the key elements of P3. The first one is blending funds. So what does that mean? When you're blending funds that means you are taking individual funding streams and you can merge them into one pot of money, under one cooperative agreement. Once you have that single pot, it is governed by one set of reporting and other requirements and that one set of requirements may be different than the original requirements that were attached to each of the programs that are contributing funds. So waivers are a really important part of this because places might need flexibility in order to do things like align some of their requirements and make sure the process is streamlined.

So P3, as we're calling Performance Partnership Pilots, lets the heads affected federal agencies waive anything they are already able to waive under their program requirements. Also, and this is new, they can waive any statutory, regulatory, or administrative requirements that they are not otherwise authorized to waive. So, they can do whatever they are able to do now under the regular program and really waive any other requirement with some really important safeguards. These safeguards are that the waivers have to be consistent with the statutory purposes of the federal programs involved. Any waivers have to be necessary to achieve the pilot's outcome and they cannot relate to important things like nondiscrimination, wage and labor standards, or allocation of funds to state and sub-state levels. So that means where there are already allocations that exist, for example, you can't have one locality take from another locality's regular allocations.

The third element is performance agreements. As I said before, these are between the lead federal agency, which might differ depending on what the pilot project wants to do, and all of the participating jurisdictions at the state, local, and tribal levels, and these agreements are really going to spell out the terms of the pilot. So, all of the federal and any nonfederal programs that are contributing funds, the target population that's being served, outcome measures and interim indicators, as well as the measurement methodology for how those things will be gauged, oversight procedures and any corrective actions that might be needed along the way if the pilot is not getting the results anticipated at first, and then waivers and any other flexibilities that are provided.

So there are important limitations to note as well. No mandatory or entitlement funds are eligible to be included, so that means TANF, Medicaid, foster care, those are not eligible for inclusion in the pilot. And, and you can't use funds from other departments that I did not mention, such as the Department of Justice or Housing and Urban Development. They can use any flexibility that they already have, but funding from their programs can't go into that single pot. This is also only for FY14 funds. There is an

administration proposal before Congress to be able to add in funds that are appropriated this coming year to pilots that are awarded this year. There is also a proposal to start new pilots in 2015. In addition, the administration has proposed to add authority for the Department of Justice funds to be blended. So, Justice funds cannot go into the pot this year, but it's possible that in the future, they would be able to.

So P3 really introduces some exciting possibilities for how states, tribes, and localities can achieve better results for disconnected youth. There are also some larger expectations. So, P3 really responds to state, local, and tribal needs by enabling a much more grassroots process. To propose new ways of serving this population, based on what's worked and what is needed in specific places. It also helps leverage resources to improve opportunity and social mobility and empowers communities to innovate and how to coordinate and deliver services in a really cost-effective and outcomes-focused way. Important for today's discussion for sure, it has a strong role for both performance management and also for evaluation, so, it can really just help us advance what know about what works, and also help communities learn along the way and also introduces a new accountability model.

So, who are the disconnected youth? The definition is up here. It's pretty broad and inclusive. We get a lot of questions about where applicants should focus. It's going to be important to conduct a needs assessment to help identify the highest priority populations where a pilot can make an impact. Here you'll see some examples of potential pilots, and I'm going to kind of move quickly through this slide because we are short on time today. But, we have a consultation paper that's posted online on FindYouthInfo.gov as well as some other recorded webinars. If you go look at that consultation paper, it lays all this out in more detail including some examples of what pilots might do, and also seeks feedback. Really important to today's conversation also, is that performance measurement and evaluation are really cornerstones of P3. We're contemplating a three-tier approach. What you see on the screen now are things that would be required for all pilots. That is kind of the floor. And this next screen shows things that stronger candidates and strongest candidates might bring to the table, so in addition to having outcome measures and interim indicators in education and employment, other measures, reliable data, cooperation in a federal evaluation, you could also think about whether your jurisdiction is able to come to the table to provide baseline, show expertise in managing, using data, and is looking at really proven strategies or interventions to serve disconnected youth.

So, importantly, who can apply and who can be partners. State, local, and tribal governments are eligible to apply. Nonprofits are extremely important both in developing, designing, and implementing many of these pilots and we encourage heavy involvement along the way according to the local partnership. It's also important to emphasize that partnerships should include all public and private stakeholders that have an interest in the pilot, and should really be founded in already very mature community partnerships (this is based on feedback we've been getting from the field).

So, the application process and the review process are going to take place over the summer, and will include competing for start-up grants of several hundred thousand dollars a-piece. In addition to laying out the specifics of what you would like to do with the pilots, the kind of flexibilities and existing funds that your jurisdiction already gets that might want to draw on. More details about that will be coming out in the coming months, including a specific date when the solicitation will be released and then when applications are due. And, with that short overview, I would like to point people again to Findyouthinfo.gov, which has a section on Performance Partnership Pilots that again has the consultation paper, more details, and other recorded webinars and other sources that will be helpful in

understanding this initiative and of course, we will be updating that and be providing more information as we go. And, thank you very much.

Ms. Michelle Boyd: Mary Ellen, thank you for the presentation on the Performance Partnership Pilots. I wanted to return to my initial request about questions and answers. If you have any questions, please feel free to submit them in the question and answer box in the bottom corner of the screen. I also wanted to return to the poll results of the poll we asked about the different sectors that people represent. We'll be pulling those results up shortly. One more moment. Well, while we are waiting for those results, we will also be posting a few more polling questions for you all about the Performance Partnership Pilots, one being whether or not you would want to have follow-up information for the Performance Partnership Pilots, so when you do have that poll option, you can respond accordingly. So, as far as the first question we asked, when we asked what services sectors do the folks who are on the line represent? It seems as if there is representation from child welfare and "other" represents 35%, and child welfare represents 21%, and then the next being Education. This gives us an idea of who is online and how we can respond appropriately to your questions so thank you for responding to that poll, we appreciate it. The polling question that I was referring to a few seconds ago about the Performance Partnership Pilots is whether or not based on what you heard today, you know, would you want to follow up about the Performance Partnership Pilots? When you see that question, you can respond accordingly.

As I mentioned, we will continue asking questions or taking your questions and we will field those to the presenters. And then, for the next presentation, we also want to present another polling question around the barriers which folks may perceive as the most significant impediments to data sharing. And, your options are laid out. So the first being, whether federal laws or statutes such as FERPA, HIPAA, or others, and the options are whether it is local policy, local practice, or you don't foresee any impediments to data sharing.

So, during this webinar, we also want to share insights from the field. We have three presenters to discuss the work of the Los Angeles YouthSource Centers, including a young person who receives support services from a YouthSource Center. First, Robert Sainz and Debra Duardo will describe the collaborative work that they have undertaken in Los Angeles to engage youth who have dropped out of high school and to assist youth who have graduated high school, but are not currently employed. The collaboration is primarily based out of the city's YouthSource Centers. To give some brief background on Robert Sainz and Debra Duardo, Robert Sainz serves as the assistant general manager for operations for the city of Los Angeles' Economic and Workforce Department. Through his work, he manages over 100 million in public agency grant funds but more importantly he has impacted the lives of thousands of young people and adults, creating opportunities for them to return to school, enter employment, and start careers. Robert has over 20 years of public service experience, specifically in local government. Throughout his career, he has addressed many difficult social problems facing the community's low-income residents, including the challenges of juvenile delinquency, youth and adult unemployment, and poverty. He is presently engaged in policy development, program development, and program implementation of a number of youth and community intervention programs. During his time with the city of Los Angeles, Robert Sainz has been instrumental in reinventing the workforce develop system, establishing the Family Source System, and founding the LA Youth Opportunity Movement. So, I will now turn it over to Robert for his presentation.

Mr. Robert Sainz: Hello, this is Robert, and what I would like to do is actually start the presentation with Debra going first, and then I'll just in from there. So, Debra?

Ms. Debra Duardo: Good afternoon, everybody, it's a pleasure to be here today and share some of the things that we have been doing in Los Angeles to really make sure that we are reaching out to our students who are most at risk and our youth that are out there unemployed and not in school. Just to give you a little bit of background information, the reason why we entered into this partnership and, we being the Los Angeles Unified School District in partnership with the city of LA's Economic and Workforce Development Department, is basically because we have a serious problem — excuse me, could you go to the next slide? I'm sorry we are trying to figure out how to forward the slides. I thought we had control of that. There we go. Okay, go back one. Sorry. The reason why we entered into this partnership is basically because we are very concerned with the high number of students that have dropped out of school, students who have either dropped out maybe even finished high school but are unemployed. In Los Angeles, as across the nation, it's a serious problem with the number of students that are dropping out of high school, resulting in, you know, lost income and really, serious problems. Some of the consequences that we found, and many of you know, of our students who drop out of high school, many of them end up in prison. 90% of juveniles in the California Youth Authority have dropped out of school and in today's workplace, 60% of adults who dropped out of high school are unemployed. So, we were really concerned about this problem and Robert and I started having some conversations on how we might work together to better serve this population, and one of the things that we found is an issue that was addressed earlier was that we had problems sharing information due to the confidentiality and privacy laws. But, this next slide gives you an indication of kind of what we are looking at in Los Angeles. Every year, or at least in this school year, we have 15,726 students that dropped out of high school within the 2012-2013 school year. You have to realize, LAUSD is the second largest school district with a population of about 680,000 students, but still, we were losing way too many. In addition to the students that were dropping out of school, we found that we had a real serious problem with the number of students that were chronically absent. So you can see that we had over 31,000 students that we consider chronically absent, missing more than 10 days of school in the school year. We also had a large population of homeless students, over 13,000 homeless students, and over 8,000 students that are identified as foster youth. When we started doing in LAUSD is really tracking and looking at our data to understand where some of the problems are. And one thing that we started looking at is the students that were dropping off by ethnicity, and we became very concerned with the number of Hispanic and African-American students that were disproportionately dropping out of school, and we were really trying to come up with some solutions to that problem. In addition, we were looking at dropouts by grade, and we are very concerned with the number of students that weren't even making it into our high school. So the students that were transitioning from middle school to high school that we were losing before even had the opportunity to see them in high school.

Mr. Robert Sainz: So, for many years, as we move forward in trying to address this issue, but truth be told, the city was often doing its own programs and efforts, the school district was doing theirs, our nonprofit community doing theirs, and the community college district having their efforts. And many issues stopped us from moving forward, but the biggest one was data. No one actually had a real good handle on how many young people we had that were out of school and out of work. We did commission a study going back to 2004. We had Dr. Herrington from Northeastern at the time did a study that looked at our 16 to 24 population and the bottom line was that one out of five kids, nearly 100,000, were out of school and out of work. With that, we had to actually have a discussion, an intense discussion, between the city and school district on how we were going to align our resources. And often times, that issue of FERPA and sharing of data was often one of the bigger roadblocks. As Debra mentioned, it really did start with her team and my team from the city sitting down across the table and trying to find a solution. As a part of our solution, we wanted to integrate our staffs and one of the ways that we are able to do that was to have counselors from LAUSD that had the information,

and had access to the educational status, maintain control of that data. At the same time, we had to work with WIA resources that we were in essence meeting the minimum requirement of 30 percent in WIA. We shifted that as a policy to serve 70 percent of our young people that were out of school. At that, we did an RFP which included the placement of an LAUSD counselor at every site. The counselor's role, the PSA counselor's role, is very, very critical. Because, not only do they have access to educational records, they have access to all of the educational solutions that our workforce folks traditionally did not have. We also applied for the Workforce Innovation Fund that we focused specifically 100 percent of our folks on high school dropout. We connected that to a clear pathway for healthcare, green technology, and construction and we opened three additional sites. We currently have 13 sites that are funded through WIA and then the three sites are funded through WIF. So, in the city of Los Angeles, as you can appreciate the large geographical area that we cover, the 16 sites are located in the areas of highest need. Some of these are sites, like Watts, have an 80-90 percent youth in poverty ratio, but at a minimum, most of our sites have between 40-50 percent youth in poverty. And the correlation to the dropout data is that this is the right place to put these centers to serve these young people.

Ms. Debra Duardo: As Robert said, one of the things that we did early on place our LAUSD counselors are these YouthSource Centers, or these reengagement centers, and what these counselors bring is that they have a Master's degree in social work and school counseling and they are the expert that can basically look at the student's record, identify what the problem is, assess what some of the needs are, and then assist the student in engaging back in school. So, some of the things that these counselors actually do is, one, they do a lot of outreach to students and families in the community. Often times, we have services that families are not aware of so one thing is reaching out to families, making sure that they are aware of services available to them. Once the families come into the center, our counselors will sit down with the students and families and do a psychosocial-educational assessment, basically determining where they are at. They look at their history, their credit information, find out what has worked for them in the past, what hasn't worked, what are some of the special conditions that they're facing in their life, maybe they are a parent at an early age or they have other circumstances that are creating barriers from them being successful in school, and then they determine what would be the best educational option for that student, what would work best for them. In addition, they provide training to the staff at the YouthSource Centers, so we have cross-training with staff at the reengagement centers that are training our LAUSD staff, and then our LAUSD staff are also training them as well. So, it's really an integration of not only the counselors at these centers, but also engaging the local schools that are nearby so that everyone has access to the information and is aware of services available to them. Some of these services offered Robert will tell you about.

Mr. Robert Sainz: So, the key, especially for this particular subject, is that the counselors maintain the integrity of the data. And, we, as city officials, or community officials, do not have access to LAUSD databases or any other confidential information. Once we have the young person inside, and if they are over 18, they do sign a waiver to allow us to share information that we collect through the WIA. If they are under 18, we do get a parent waiver. But, the services that we offer in addition to educational planning and educational assessments are the work readiness training, internship, job placement, financial assistance to complete goals, GED services, and adult education. We have twin goals that we've now married the educational support with the WIA dollars which is to get the young person back to school and on an educational track, and then to give them that first work experience and the support of that work experience. Here, we have two large bureaucracies that have really boiled down to wanting to serve the young person the best way we can and have our resources targeted to their

assistance. With that, we would like to turn it over to a young man to speak, Apolonio, and give his story.

Mr. Apolonio Gonzales: Yes, hello, this is Apolonio Gonzales. Basically I went in school to Southgate High School and the reason I did not stay there is because I was getting bullied and things were not really working out with me. I would go to supportive staff that could help me with the situation but even when I did that, it still kept on going. I did not feel too secure. I didn't feel too positive so, with me even finishing at school so I was just like, I guess, in a difficult situation you could say. But, I got referred and from there, I went to the Youth Center and I met Ms. Alcito. She helped me to discuss the options that I had and it was either an alternate to an adult school or a regular high school, but I chose to finish school there. And then, I graduated in the summer, but then, I got introduced to a program called WIA, which helped me get a paid internship, training, like security and work training, which really, you know, I was out there and accomplishing on my own because obviously I wasn't referred to that before. But when I went to the Center, to the WIA program, I was referred to the training and, you know, other workshops, and they really helped me a lot, Ms. Alcito really helped me a lot, and everybody included. It was really hard for me, to be honest with you. I did not think I was going to graduate. I did not think I was going to be going to college. But, now I attend Los Angeles Trade Tech School and am hoping that in the future or soon enough, I will actually have a stable employment and from there, go to a university where I will major in anything, and I'll have a minor, to be honest with you, I don't really know at this point but I'm thinking about it. And I'm just a young man trying to survive this world, trying to do positive things and stay out of trouble like I have been doing. Nothing is holding me back. I'm going straightforward because I don't believe in giving up, I believe in keeping on pushing until I succeed and to me, that is something like big education, that's something big to me. That's not something I just want to throw away because if I throw it away, the only options I might have is, well, no options. This is really good that I could do something for myself and there are actually people that care, when it comes to education and it's really building up as time passes by in me, a different mentality, and more hope. Before, I had negativity when I was younger, say 14 or 15 years old, I did not even think I was going to graduate high school or go to college. But, I just kept on going with it and everything worked out fine and so far, I'm just doing what a young man has to do. Focus and never give up or listen to any negative commentary that some people have got to say, just because you're doing something good with your life.

Ms. Debra Duardo: Apolonio has done an excellent job and he's just one example of many students that just demonstrate that if we have the proper supports in place and we are working together in terms of the city and school district and other providers, then we can really do right by our students and Apolonio is an excellent example of what works when we all have our act together.

Mr. Robert Sainz: So, the last slide I'd like to share with you is about our data. So, we started this in July 1, 2012, and traditionally, with our WIA funds, we would serve about 2,700 young people, specifically for WIA. In 2012 and 2013, under the partnership, the added value that we were able to bring is that we had nearly 5,400 educational assessments by the PSA counselor. That was out of about 8,000 young people that walked through our doors in our 16 sites. The importance of having educational assessment because this gave a roadmap to the young people and how to get back either into school, if they were formally dropped out of high school, or if they had graduated but were struggling in terms of their next steps in terms of postsecondary work. And then, we did enroll 2,900 into the WIA youth system. We had an additional 1,000 people that we enrolled in CDBG and other workforce programs and 972 high school dropouts were returned to school officially. And then, probably hundreds more that made their way back one way or another through the work of the team.

And in 2013-2014, so far as of April, we've had close to 4,400 assessments, and are well on our way of meeting the same numbers as of last year. So the program is richer, the federal dollars that we have in terms of WIA and the local educational dollars now have been going much, much farther than before. We have been able to develop outcomes, not just on WIA outcomes, but local outcomes that measured folks returning to school and high school graduation rates, and then lastly, we were able to utilize many of our other programming in terms of employment. Thank you.

Ms. Michelle Boyd: Thank you. We are very fortunate to have the presenters from LA present on the YouthSource Centers and a special thank you to Apolonio for presenting and giving and sharing your story and experiences being a student in LA school district and how the centers have helped you to achieve your academic and professional goals. I did not get a chance to mention Debra Duardo's bio. I want to ask people who are continuing to offer their questions to the question-and-answer box, I briefly wanted to touch on her experiences. So, Debra Duardo is the executive director of Student Health and Human Services for the Los Angeles Unified School District. She is responsible for the administrative oversight of support services and district programs including student medical services, school nursing, school mental health, pupil services, dropout prevention and recovery, health education, community partners, and Medi-Cal programs. She has over 20 years of professional experience working with at-risk students and their families and her unique life experience as a high school dropout and her ability to overcome those obstacles and rise to the position of executive director drives her passion to ensure that all students receive an education in a safe and caring environment and that every student is college-prepared and career-ready. So we were very fortunate to have those presenters from the LA program, and so we thank you for your time on that.

Also, I want to remind folks that you have submitting many questions and we appreciate that. I want to remind people that the slides and recording will be available after the webinar. So, you'll be able to access those items after the webinar. So, I want to address some of the questions, or pose some of the questions, to our presenters. One I just wanted to share with Mary Ellen and see if you'll be able to address this one. One question came in asking how you will be able to engage tribal agencies to participate in the pilot program. I want to see if you were able to speak on that briefly.

Ms. Mary Ellen Wiggins: Sure, and thank you for the question. So, it certainly is very important to us that tribes interested in pursuing the pilot be able to apply and the way that the pilots work, as I covered at a super high level before, where there is a state, local, or a tribal government organization that is interested in applying for a pilots, they would be the ones to actually submit an application, but could work in partnership and did work in partnership with other government organizations that need to be involved, or would like to be involved, as well as nonprofits or other organizations that support their work. So, if there are, for example, sometimes associations that represent different government organizations, whether it's tribes or local governments, an association like that could be instrumental in helping to develop a pilot, but in order to submit an application, they would need to have the buy-in and willingness to submit from the organizations that they're working with. And, that could be, you know, a single tribe, it could be a single local government or state, or it could actually be a consortium of multiple governments getting together to do something on a regional or broader basis. But it is certainly very important to us to engage and do outreach to tribal governments as well as state and local governments.

Ms. Michelle Boyd: Thank you, Mary Ellen. This is a question I want to pose to all of the presenters, especially our LA presenters who have experience on the ground doing this on a day-to-day basis. But, if you all have insight or ideas about best practices for sharing between partner agencies, for instance,

if you have any does or don'ts that you would suggest to individuals trying to pursue this collaborative work in the sharing across agencies that have chosen to form you partnership in this effort.

Mr. Robert Sainz: Well, I will say that the first “don't” is don't give up. I think at the local level, not only were we dealing with federal rules and regulations, we have the state rules and regulations, and then we have our local rules and regulations and each of our bureaucracies from education here in Los Angeles areas is governed by a school board that has its own jurisdiction separate from the city, and the city has their own rules and regulations. And with that, it could be very daunting. And like I said for decades, we were running these programs independently and there was always one hurdle or another that was seemingly in front of us. But, it really did take courage and I really applaud Debra and her team for having the courage inside the school to address this issue and then to be able to come out with a creative way to maintain the integrity of the data and privacy but at the same time not lose sight of what is best for our young people out there. So, don't give up.

Ms. Debra Duardo: This is Debra, I'll just add to what Robert said, in terms of not giving up. But, I think the other thing that is really important is to find the right people in the right positions that can get things moving. You know, a lot of times this work can be overwhelming and you need to focus on the people that are interested in moving forward and get around people that aren't. So, I think having Robert as a partner, someone in the city, we are able to connect immediately, figure out what is best for kids, come up with a plan on how we can both introduce it to our own executive staff that we needed to move forward in our boards. But, it really is about finding the right people that will do this work. And, that is really important. If you find someone that is just not interested, move to the next person. Don't let one person stop the whole process. Continue to look for people that are interested in keeping children first and moving forward.

Dr. Brett Brown: This is Brett Brown. I wish I had a lot of good, thoughtfully constructed toolkits and, you know, guidelines to give folks, but, unfortunately, they don't really exist, at least in the data sharing area. Yet, this is a relatively young area. I would recommend keeping my eye out over the AISP group and possibly if you're really interested in talking in-depth to a group that has been there before you, to contact the head of that network and see if they can hook you up with somebody who would be willing to share their experiences.

Ms. Mary Ellen Wiggins: Brett, this is Mary Ellen and I was going to build on your response and say that AISP (Actionable Intelligence for Social Policy) has some case studies on their website of state and local governments who are doing this work. So, in addition to talking to folks looking at those might offer some really good insights, and that is www.aisp.upenn.edu, so it's run out of the University of Pennsylvania.

Ms. Michelle Boyd: Thank you, Mary Ellen, for following up on and thank you, presenters, for your response to the question. I also want to pose a question to Apolonio about what you felt were the features of the YouthSource Centers that kept you engaged and that you found most helpful in achieving your goals and the type of services and assistance that they provided.

Mr. Apolonio Gonzales: Basically, what helped me stay engaged, I mean, not every day is there an opportunity to actually do things that — my bad, I kind of got stuck on that one. Sorry about that. My case manager, [Pause] sorry about that.

Mr. Robert Sainz: Take your time.

Mr. Apolonio Gonzales: Constantly, he's been helping me a lot and contacting me about services being offered by the WIA program, and that is the way that I got into LA Trade Tech also because he, you know, provided that information of the automotive which I am taking right now. Other stuff I could do, but I chose automotive. And, basically, the trainings that I got are really helpful. The forklift and security training is, like, good things to have on hand because a job is a job. But, just so many options that I have been offered, but I just choose the ones I think I will be successful in. But, I know that if I give it a try, if I fail or succeed, but there is a lot of stuff that is in this program which is really helpful. Sometimes, it depends on what is being offered and I'm just really grateful that I'm in this WIA program, I could say, and it is just been an honor. And it's just giving me more and more hope and actually going on and actually seeing this, because before, I did not think anybody cared. I thought I cared more about myself but it's not even like that. There are many people that care about youth and your education and getting it on the right path. But, yeah, I just, you know, do the best I can. But, thank you, I appreciate it.

Ms. Michelle Boyd: No, thank you. We really appreciate you sharing your story. I wanted to present another question to Robert and Debra about the actual process that the Los Angeles YouthSource Centers use. Can you walk us through what it actually looked like for the sharing of records? So, is the YouthSource Center able to log into the school district system and obtain student records? Is there a health or healthcare component? If you could speak more into how the actual structure works.

Mr. Robert Sainz: Sure, sure. And I will start and then we'll turn it over to Debra to give details. But what we knew from early on was that city staff or non-school staff could not have access to the LAUSD record database. I have sat around tables for years, everyone trying to figure out that, because they thought that was the most important. And, although it is important, they never get past that to do the implementation of fully sharing. So what happens is we do outreach in two ways. One is through our caseworkers at the city YouthSource Centers. They are partnered with credible nonprofits that we work with. And so, we do get folks that walk in that way, and word-of-mouth. The second way is through Debra's staff. They have a list of kids who should be in school who are not in school and they're basically folks that haven't showed up, or reenrolled, back on their list and they do that outreach. When the young people do come back in, they come to an orientation session that is jointly held between us and the school staff. And then after that, they actually receive the one-on-one with a school counselor. And, during that one-on-one with a school counselor is when they develop the educational plan. After that, we do collect the information that goes into the WIA system, and with that we are able to share that information back with the school counselor. But, all educational records are maintained under the auspices of the school officials. So, Debra?

Ms. Debra Duardo: You know, FERPA exists for reason and it is to protect the privacy of our students, so we really do respect it. But there are ways to go around FERPA in terms of making sure that our students and families are getting services that they want and need. So as Robert said, we do not share information. I can't hand over my list of dropouts to Robert and say, here, have your staff go look for these students. But, what I can do is I can place one of my counselors who can go online, access all of the student information and records, bring that student in, introduce them to the services that are offered, and then get them or their parents to sign consent where then we are able to share all of the information. So, it's just that initial outreach, getting them in, giving them the information, then we are able to share once the parent or student signs off on consent. So, the other thing that I'm not sure if it was clear when we talked about sharing resources is that the city pays for half of these counselors that are at the re-engagement centers and the district pays for half. So, it really was us working together and finding a new way to share resources and come up with a way of doing things systematically across

the city, across the district to make sure that we have supports in place. The district does have a partnership with the Department of Children and Family Services, as Brett was discussing earlier. We do have a data sharing process where DCFS informs LAUSD every time a student enters into their system. We in turn take that information and provide information to the DCFS social worker, so we give them updates on student attendance, student enrollment history, their grades, and whether or not they're on track to graduate. That took several years to develop but we do have that in place where we are sharing individual information between the Department of Children Family Services and our school district.

Dr. Brett Brown: This is Brett. How is that being shared? Is that over the phone or real-time electronically?

Ms. Debra Duardo: It is shared electronically. So, if DCFS sends a file to our IT folks within a couple of days there is a turnaround where basically, weekly they're getting information, so it's real-time. They are able to know whether students are attending school, whether or not they are passing classes, and whether or not — how they are doing in terms of grades and being on track to graduate.

Ms. Michelle Boyd: Thank you for that helpful answer. One thing I failed to mention is that we actually did a collaboration profile on the YouthSource Centers that is available on FindYouthInfo.gov so that people can go to and learn more about what Robert and Debra spoke about in the presentation and learn about the work that they're doing there. But, I did want to pull out two of the lessons learned that you all discussed in the collaboration profile. One was rolling with resistance and the second was negotiating a shared commitment. I was wondering if you all could speak to that a bit as far as the lessons learned during this process, some of the challenges you faced and how you address them, specifically speaking to those two lessons learned.

Ms. Debra Duardo: This is Debra. I will speak a little bit and handed over to Robert. One of the things, the challenges that we face, was some resistance. And the reason that we had that resistance was that it happened to be as we were trying to create this partnership, we were in the worst fiscal crisis we've ever been in at LAUSD. We laid off 7,000 teachers, we were in a very difficult time, and here, we were talking about placing LAUSD counselors at an off-site facility. So, there was resistance on our end from board members and people within the school district saying, you know, why are we going to place our counselors in an outside facility when there is so much of a demand and need for them at our school site? And, that was a big challenge that we had to overcome. At the same time, I know on the city end, and Robert, some of the challenges he met with the city folks were saying, well, that's the school district's job. They are supposed to be looking for dropouts. You know, why are we going to take some of our money that has been going out to the contractors that have been doing good work with this population and give it back to the school district? So, those were some of the challenges that we faced, but, when we brought people together and we show the systems that we were looking at creating and demonstrated that we would do a better job by our students and families of giving them services where they were at working together in combination. So some students, it may be best for them to come back to a comprehensive high school and for others, it is better for them to go into another system, to connect students with work and job training opportunities. Those were some of the things that when we put the whole plan together and were able to share it and once people actually experienced having the opportunity to work together, they realized that they were better able to accomplish their goals by working together. So, the reengagement sites that previously did not have an educational expert were challenged with a student coming in, did not know how many credits they had, did not communicate their school history, now they had a school expert there that had access to

the student record, they did not have to send a student back and forth and lose them sometime in between. So those are some of the challenges but I think once they started working together, they realized they could do a better job by working together than in isolation.

Mr. Robert Sainz: And negotiating commitments was probably the easiest parts. It was really about getting a common belief in these young people. Dealing with out of school youth, you know, oftentimes there is not a large number of advocates working with this group or an organized group of folks. So you know, it was the folks that are in school, you have your school board and administrators and folks are talking about the in-school kids. On the employment inside, you know, folks that are working, you know, they'll have their employers talking to them. But the kids who are neither in school nor working, who is advocating for them? That is the area that we really took up. We did not take it up from a juvenile justice perspective that these kids were all bad. As a matter of fact, we knew, and these are our families that the vast majority of these kids were just like Apolonio; young guys who needed the support and educational system, needed to be what taught what pathways were available to them and what options were available to them. So, having the strong belief in the people that they can succeed, once we were able to give them the opportunity. So, by putting that as our value system, we were able to get commitments not just from the executives within the two larger organizations, but directly from the mayor, directly from the superintendent, directly from the counsel, to the school board. That we were going to do what was best for the young people walking through our doors. So we do have the commitment that we do an assessment and that we find the right educational place for them, and then we find the right workforce options for them. And for many kids, it's trying different things. And then once they are able to really find what their passion is, really, it's about us getting out of their way. Because often, there will be kids just like Apolonio who is just across the desk from here who have the fire in their eyes about what they see as possibilities and options for their own careers.

Ms. Michelle Boyd: Thank you for addressing that question. I also want to pose a final question to Mary Ellen and Brett. Since you both speaking from the federal perspective, I wanted to see if you had any more to say or anymore that you would like to say about how you think or hope these federal efforts that you all discussed are supporting or will support what is going on the ground, especially after you heard some of the things that our LA presenters had to speak on, based on their efforts.

Ms. Mary Ellen Wiggins: This is Mary Ellen. Thanks for the question. In terms of the Performance Partnership Pilots, I think that the information we are putting out about the pilots and what they need to do really underscore the importance of this kind of work in terms of being able to share data and look at outcomes and understanding who the populations are that you are trying to serve. So, I think in that sense, it really kind of lifts up and highlight how we at the federal level are trying, and how we hope that others will use data in smart and inappropriate ways to deliver better services. I think also that just the flexibility that these pilots offer, let jurisdictions, any jurisdiction that is already doing a good job of maintaining strong partnerships and looking at outcomes propose ways to kind of take their work a step further by pooling funds and having streamlined administrative requirements that might not otherwise be possible.

Dr. Brett Brown: Well, I can tell you that inside the Children's Bureau, they have already taken a good step forward with their memorandum to encourage data sharing and have followed up by asking my office to develop follow-up materials that provide more concrete guidance into how to proceed with the data sharing. And so we're in the process of reviewing existing resources that could be useful for that, and I believe will offer them in some organized fashion to the larger field. I expect that to be ready sometime this year. Also, I would say that the intention for the Performance Partnership

program is to provide technical assistance to the pilots to help them in a number of areas, including the data development area, but exactly what format that's going to take is still being discussed.

Ms. Michelle Boyd: Thank you for those last points. I just wanted to make one other point before we sign off today. I just wanted to point people to the Models for Change website. There is also an information sharing toolkit that you can find there that might be a helpful resource for people. And we just wanted to take the last few moments to thank our presenters for their very informative and thorough presentations on the topic and I think this is a topic that many people are interested in and it has important implications for young people, especially those who are the most vulnerable. So we just want to thank you for spending your time with us this afternoon and participating in this webinar. As I mentioned before, I wanted to remind people again, that the slides and recordings will be available after the webinar today and we hope that you'll be able to access those resources and use them and they will be available on FindYouthInfo.gov, along with some of the other resources mentioned today including the collaboration profile on the YouthSource Centers and information on the Performance Partnership Pilots and there is a page devoted to that initiative. So we thank you for joining us today and enjoy the rest of your day, thank you.

End of File