

Connecting Housing and Education: How a Data-Sharing Partnership Can Improve Outcomes for Children in your Community

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Connecting Housing and Education: How a Data-Sharing Partnership Can Improve Outcomes for Children in Your Community



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- **Examples of what data may be shared**
- **First steps in forming a relationship**
- **Formalizing the partnership**
- **Tracking and monitoring key performance indicators**



**Data Sharing Road Map:
Improving Student Outcomes through Partnerships
between Public Housing Agencies and School Districts**

January 2017





Data Sharing Road Map: Improving Student Outcomes through Partnerships between Public Housing Agencies and School Districts

Nearly four million children live in HUD-assisted housing. This Data Sharing Road Map provides guidance on how Public Housing Agencies (PHAs) can collaborate with school districts and other education partners to identify data-driven strategies for strengthening the educational outcomes of students living in public housing and Housing Choice Voucher (HCV) units. Based on the experience of PHAs that have successfully negotiated data-sharing partnerships, this Data Sharing Road Map provides practical guidance for sharing data, forming and formalizing partnerships, and effectively using the data to benefit children and families.

[Download the Data Sharing Roadmap](#)

Additional Resources

As a companion to the Data Sharing Road Map, this annotated list of resources has been organized into four categories: tool kits, best practices and promising practices guides, literature reviews and research reports, and case studies. Each of the entries includes a brief description of the resource, as well as information on the author and date of publication. Some of the resources specifically address data-sharing partnerships between PHAs and school districts, while others offer more general insights on the processes and practices that can make these partnerships successful.

[Download the Additional Resources](#)



Find by Resource Type

All Resources

Toolkits

Best Practices and Promising Practices Guides

Literature Reviews and Research Reports

Case Studies

Toolkits

Data-Sharing Tool Kit for Communities: How to Leverage Community Relationships While Protecting Student Privacy

Prepared by the U.S. Department of Education, this collection of one-page resources was developed to familiarize civic and community leaders with key provisions of the Federal Educational Rights and Privacy Act (FERPA). Readers of the tool kit should gain a high-level understanding of: (1) the importance of data collection and sharing, (2) how to protect student privacy when using personally identifiable information from students' education records, and (3) how to manage shared data using integrated systems. Resource pages may be referenced individually or collectively as a comprehensive guide. Pages define key provisions and exceptions built into FERPA; identify best practices related to data usage and data sharing under FERPA; and describe sample scenarios that stakeholders may encounter.

Michael Hawes

Director of Student
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Education





Student Privacy 101

Housing/Education Webinar
March 8, 2018

Michael Hawes
Director of Student Privacy Policy
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United States Department of Education
Privacy Technical Assistance Center



Family Educational Rights and Privacy Act (FERPA)

- Gives parents (and eligible students) the right to access and seek to amend their children's education records
- Protects personally identifiable information (PII) from education records from unauthorized disclosure
- Requires **written consent** before sharing PII – **unless an exception applies**

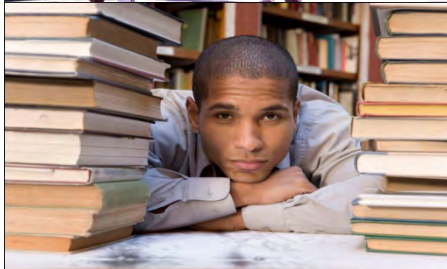
To which educational agencies and institutions does FERPA apply?



Elementary



Secondary



Postsecondary



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Just what is an Education Record?

“Education records” are records that are –

- 1) directly related to a student; **and**
- 2) maintained by an educational agency or institution or by a party acting for the agency or institution.



Personally Identifiable Information (PII)

- **Direct Identifiers**
 - e.g., Name, SSN, Student ID Number, etc.
(1:1 relationship to student)
- **Indirect Identifiers**
 - e.g., Birthdate, Demographic Information
(1:Many relationship to student)
- ***“Other information*** *that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.” (§ 99.3)*

Accessing Education Data

- De-identified Data
- Identifiable Data
 - Consent
 - Directory Information
 - School Official Exception
 - Studies Exception
 - Audit and Evaluation Exception

See the Data Sharing Road Map and resources from the Privacy Technical Assistance Center (<https://studentprivacy.ed.gov>) for more information on each of these options.



PTAC Resources

<https://studentprivacy.ed.gov/>

Help Desk (privacyTA@ed.gov)

Guidance and Best Practice Documents

- Data Sharing under FERPA
- Data Security
- Data Governance
- ...and much, much more.

Videos

- FERPA for Parents and Students
- Designing a Privacy Program
- ...and many others.



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SPS & SHA: Connecting Housing & Education



SPS and SHA Presenters

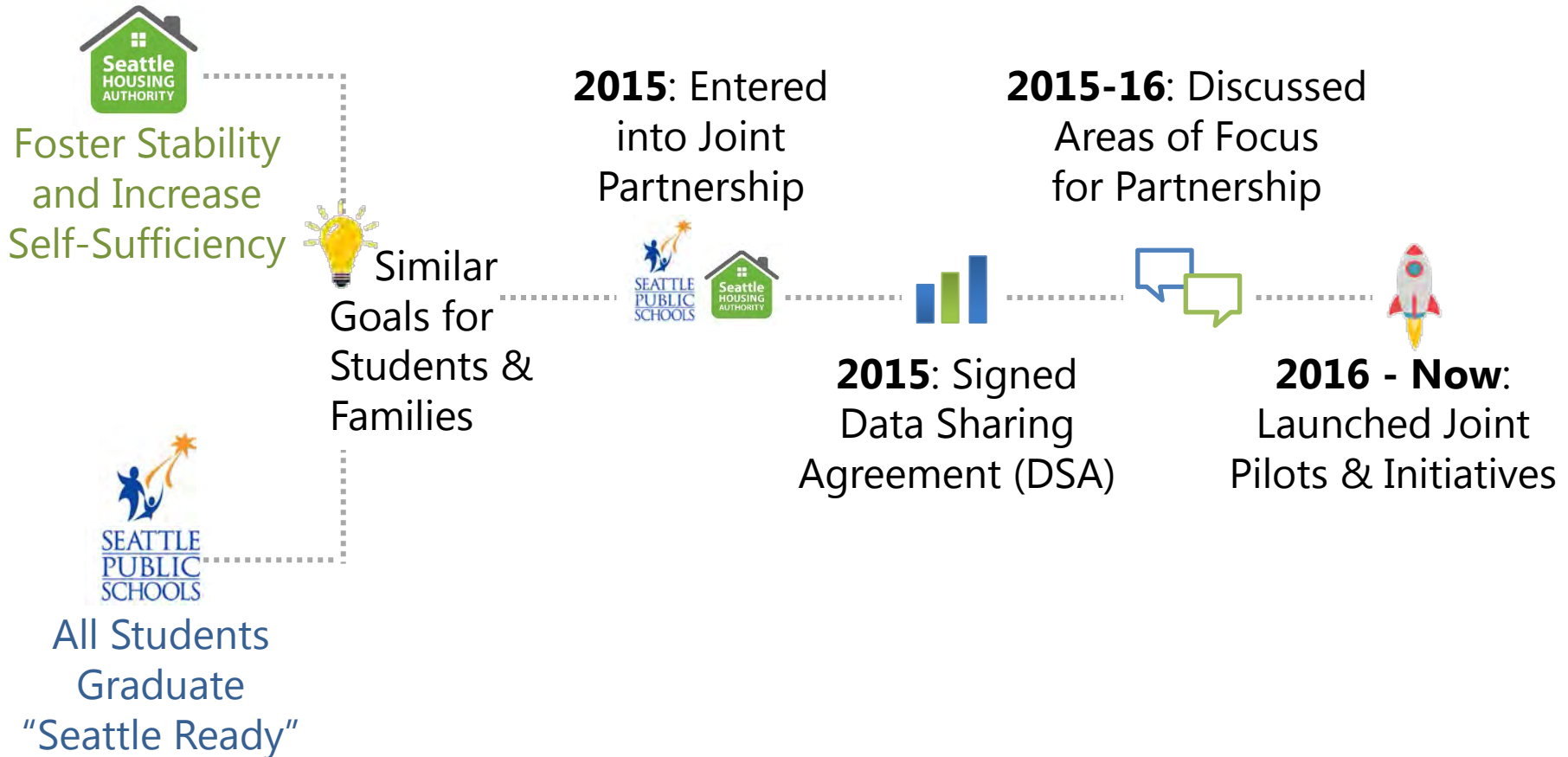


Andrew Lofton
Executive Director
Seattle Housing Authority



Brent Jones
Chief Strategy & Partnerships Officer
Seattle Housing Authority

Why, How, and When We Partnered



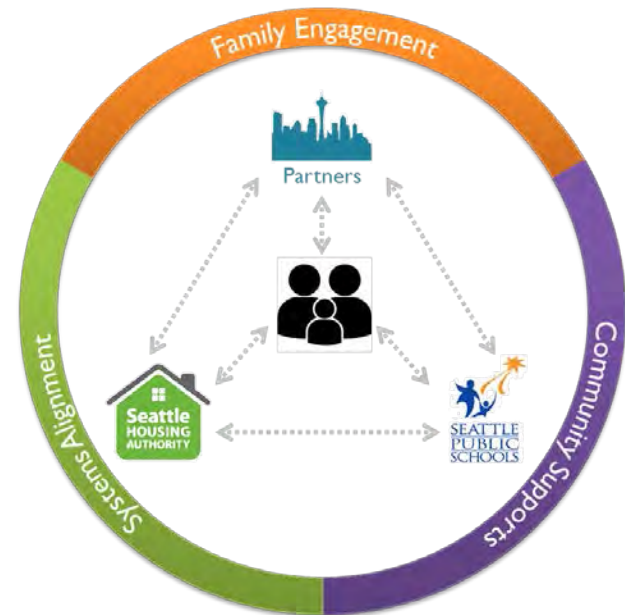
Building a New Ecosystem, Together

Current Ecosystem



Families & Students Experience:
Confusion
Redundancy
Passive Participation

Ideal Ecosystem



Families & Students Experience:
Clarity
Responsiveness
Active Belonging

Data Sharing to Further Our Partnership

Throughout our partnership, our DSA has helped us answer questions about:



Our Students

What are the characteristics of SHA students?

How are SHA students doing in their education?



Our Focus

What issues should our partnership tackle first?

Where should we continue to invest time and resources?

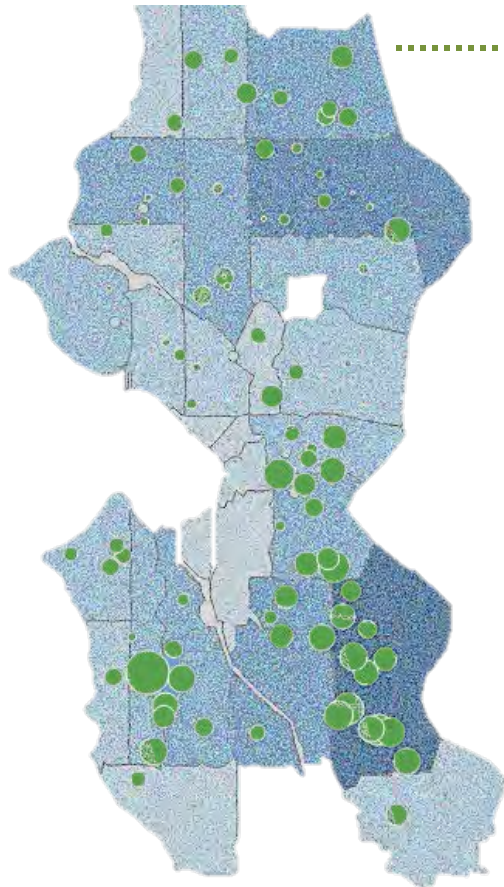


Our Impact

How has our partnership impacted student outcomes?

How has our partnership created sustainable change?

What Our Data Told Us (SY 16-17)



● = Size of SHA Student Population at SPS School

.....▶ SHA Students Attend Every Seattle Public School



9% of all Seattle Public Schools students live in SHA-subsidized housing



16% of all chronically absent Seattle Public Schools students live in SHA-subsidized housing



of all students living in SHA-Subsidized Housing were chronically absent, including:

19% of Elem Sch students

28% of Middle Sch students

53% of HS students

(Chronic absenteeism rates for non-SHA students: 8% in ES, 14% in MS, and 30% in HS)

Data Drives Our Present & Future Work

2017-18 School Year: Focus on Attendance

Family Engagement: Family Visits, Family Co-Design

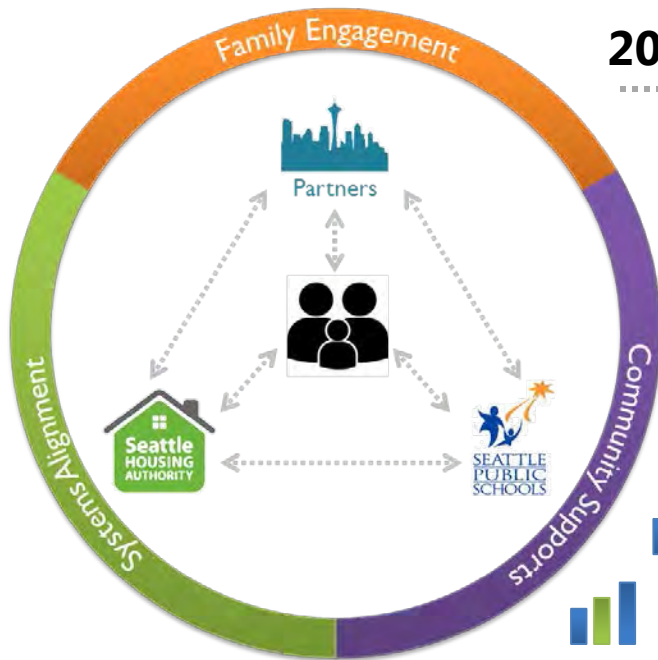
Community Supports: Mentorships

Systems Alignment: Attendance Partner Schools

Next School Year: TBD by Data & Family Input

What other issues most impact our students?

What indicators will we look at for success?



What Success Feels Like

When I walk into my child's school, they listen and talk with me about how to support my child's success.

The adults in my life believe in me, challenge me, and support me.

I have a relationship with my students and their family and when a student is struggling, I know why.

When our child needs help, we can go to her school and our community for support.



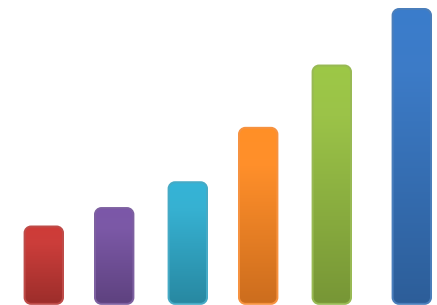
Lessons Learned So Far



1. Find Advocates within Your Orgs



2. Align/Adapt to Existing Priorities



3. Start Small, w/ an Eye towards Scale

Thank You!



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MIDPEN HOUSING FAMILY SERVICES

2018

Family Services



Mission

- To provide intentional and relevant services, build new opportunities, and implement quality programs to strengthen families.

Purpose

- Family Services seeks to provide capacity-building opportunities for residents; our residents will experience increased assets, workforce development, improved health and wellness, and measurable gains in academic performance as a result of impactful programming and partnerships.

How we got started

- Drop-in after school programs vs. daily structured program
- Curriculum, Space, Outcome Measurements
- Buy in from the community (internal and external)
- Active participation in HousED network



Welcome Housing Providers!?!

- It's hard work and it takes time
- Build rapport with school officials (teachers, parent liaisons, assistant principals, principals, school district administrative secretaries)



Lessons learned...

- Be patient, creative, and persistent!
- Obtain parent support and consent forms
- Team up with other departments
(e.g., Development)
- Be prepared and do your homework
 - What does the school need from you?
 - Bring an inside look into the program
 - Curriculum, registration forms, consent forms, etc.



How does MidPen connect to your Schools?

- **Attendance**
 - Address areas of concern and provide one-on-one support
 - Facilitate check-ins and action plans
 - Identify needs for school supplies and resources

- **Academic Readiness**
 - Provide homework assistance
 - Track academic progress

- **Family Engagement**
 - Coordinate parent engagement workshops
 - Foster collaboration with local schools and officials

- **Home to School Collaboration**
 - Establish a working relationship with teachers
 - Identify issues and provide student-specific feedback



Data Sharing Matters

□ MidPen:

OBJECTIVES	GOAL	YTD
ASP Enrollment	90%	88%
ASP Literacy	40%	48%
ASP Parent Support	70%	73%
Summer Program Enrollment	90%	93%
Summer Program Increase Literacy	30%	18%
Summer Program Retain Literacy	65%	68%

□ Schools:

- Student's academic performance, attendance, truancy, student behavior, parent involvement and parent/teacher conferences.
- Family Engagement

Our Success Stories

□ 4 MOU's with different school districts

**MEMORANDUM OF UNDERSTANDING
BETWEEN SERVICE PROVIDER AND
THE FREMONT UNIFIED SCHOOL DISTRICT**

This Memorandum of Understanding ("Agreement" as defined below), dated for _____, describes and confirms the expectations and responsibilities of MidPen Resident Services Corporation ("Service Provider") and Fremont Unified School District ("District" or "FUSD"), collectively "Parties," or "Party" in the singular, regarding the provision of services by Service Provider to District as detailed herein.

□ Benefits

- Home and school collaboration
- Increased Family Engagement
- New Programs
- Funding Opportunities

Work in Progress

- 4 down, 20 to go!
- Scope of Services
- Bridging the gap between Housing and Education



Thank you for taking action!



Brenda Castillo-Garza,
Director, Family Services

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Submit questions for the speakers using the Q&A button



The screenshot displays the Cisco WebEx Event Center interface. At the top, the title bar reads "Cisco WebEx Event Center" and includes a menu with "File", "Edit", "View", "Communicate", "Participant", "Event", and "Help". Below the title bar, there are navigation buttons for "Participants", "Chat", and "Q&A". A red arrow points to the "Q&A" button. The main content area shows a presentation slide with the following text:

Connecting Housing and Education:

How a Data-Sharing Partnership
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March 8, 2018

At the bottom of the slide, there are three small images: a modern building, a person raising their hand in a classroom, and a group of people looking at a screen. The bottom right corner of the interface shows a "Connected" status with a blue dot.

**Q&A addressed in writing by
Seattle Public Schools and Seattle Housing
Authority after the conclusion of the
webinar session**

Q: In Seattle, were the staff positions that manage the education partnership at the Seattle Housing Authority and Seattle Public Schools newly created when the partnership began or were they pre-existing positions?

A: The positions were new. We were fortunate to secure five years of grant funding to launch the partnership at this level. Funding is expected to end in about a year and a half so we are working on sustainability planning. The Housing and Education Manager at Seattle Public Schools started in the Community Partnerships Department. Most school districts have a community or family partnerships department that manages external partnerships across schools and the district. Housing Authorities may have luck finding allies or people interested in this work through these departments or at specific schools that your residents may attend.

Q: How would you suggest starting a partnership? What's the first step?

Find a champion (or two) within each agency's leadership, identify shared goals, and look for some quick wins to build momentum. As a housing provider, a first step could be looking at one housing community and contact the School District and the neighboring schools to share the number of school-aged children you serve and identify opportunities for partnering with each other and the families around supporting their children's education.

Q: How do you deal with the homelessness issues?

That is a very tough issue. Seattle Public Schools has over 3,000 students experiencing homelessness. One strategy we have been piloting is prioritizing housing assistance for homeless students attending an elementary school that is adjacent to one of SHA's larger communities. The intent of the program is to help the families find stable housing in the neighborhood so that their students can remain in their school and to help the overall school stabilize (with less student turnover). It has been resource intensive, however, due to the extremely tight rental market in Seattle.

The Seattle Housing Authority maintains positive working relationships with the School District's McKinney-Vento Department and Family Support Program. The McKinney-Vento Education of Homeless Children and Youth Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth, so every school-district should have an appointed role to support homeless children. The Family Support Program includes staff people at designated schools that can connect students and families to resources and programs such as food, clothing, counseling, and academic tutoring. This working relationship is critical to implementing the pilot and supporting the homeless families SHA and SPS both serve.

Q: Are you able to quantify the benefit these services provide? How?

Quantifying the benefit of the overall partnership is really challenging. With the help of Urban Institute, we put some thought into that early on and have shared their thinking in [this report](#) and [this report](#).

For specific activities only one effort so far has been at a scale that would show quantifiable results (without an expensive evaluation)...nudge letters for attendance. We just started this initiative this school year. Early indicators are that the letters had a positive impact on attendance, but we want to see how the rest of the school year goes and do some more in depth analysis before drawing any conclusions.

Q: Can you make available a copy of the MOU?

We do not currently have a general MOU. Our joint funding comes through a grant where SHA is the lead and SPS is the sub-grantee. Therefore, what we currently have is a sub-grant agreement which is specific to the terms of the grant. We do have an MOU that is specific to our data sharing agreement. We'd be happy to share any of these if they are of interest. Please contact [Kathlyn](#) and [Roy](#) at Seattle Public Schools and Seattle Housing Authority.

Q: How do you ensure the data sharing agreements are fulfilled on both ends?

While this is challenge, especially as the partnership and the use of data grows, we have a few key strategies in place:

- Involved staff have a solid understanding of the principles of best practices in data sharing and privacy
- Each agency has a single point of contact that manages the data sharing agreement (DSA) and is closely involved in the project. The DSA leads are the data analysts who are stewards of our shared students' privacy and are the folks who actually to the data matches. They are in regular contact with the partnership leads (Roy and Kathlyn) and if/when/how data is shared within their own organization and between the two. This includes keeping data only in locations where access can be controlled.
- Everyone who has access to some or all of the data signs a confidentiality/non-disclosure agreement specific to the shared data.

We're happy to share our DSA.

Q: Receiving documents of students' academics, attendance and behavior -- was this done with the approval of the superintendent of schools, principals, or teachers ?

The Data Sharing Agreements were executed by the Superintendent and housing authority Executive Director. SHA staff only have access to de-identified student data. SPS staff only have access to information about whether or not a student receives housing support under limited circumstances (e.g. they are giving a program preference to SHA students and parents have received notification that this information will be shared or parents have signed a release with the housing authority allowing us to share information to service providers or similar).

The exception to this is the two staff (one at each agency) that do the data matching. The data-sharing agreement initiated with the intent to analyze the data for research purposes. This preliminary de-identified student data helped both agencies understand the number of students they are both serving together. Many school principals and teachers gained interest in partnering with the Housing Authority and reaching out to students and families through SHA channels after learning the overall number of SHA students that attend their school.