

# Data Sharing for Collaborations

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City Year

sharing data

# CITY YEAR'S HOLISTIC APPROACH



**ADDITIONAL  
CAPACITY IN THE  
CLASSROOM**



**EXTENDED-DAY  
ACTIVITIES**



**ONE-ON-ONE AND  
SMALL GROUP  
ACADEMIC AND SOCIAL-  
EMOTIONAL SUPPORT**



**WHOLE SCHOOL  
ACTIVITIES THAT IMPROVE  
LEARNING, ENGAGE  
FAMILIES AND INSPIRE  
CIVIC ENGAGEMENT**

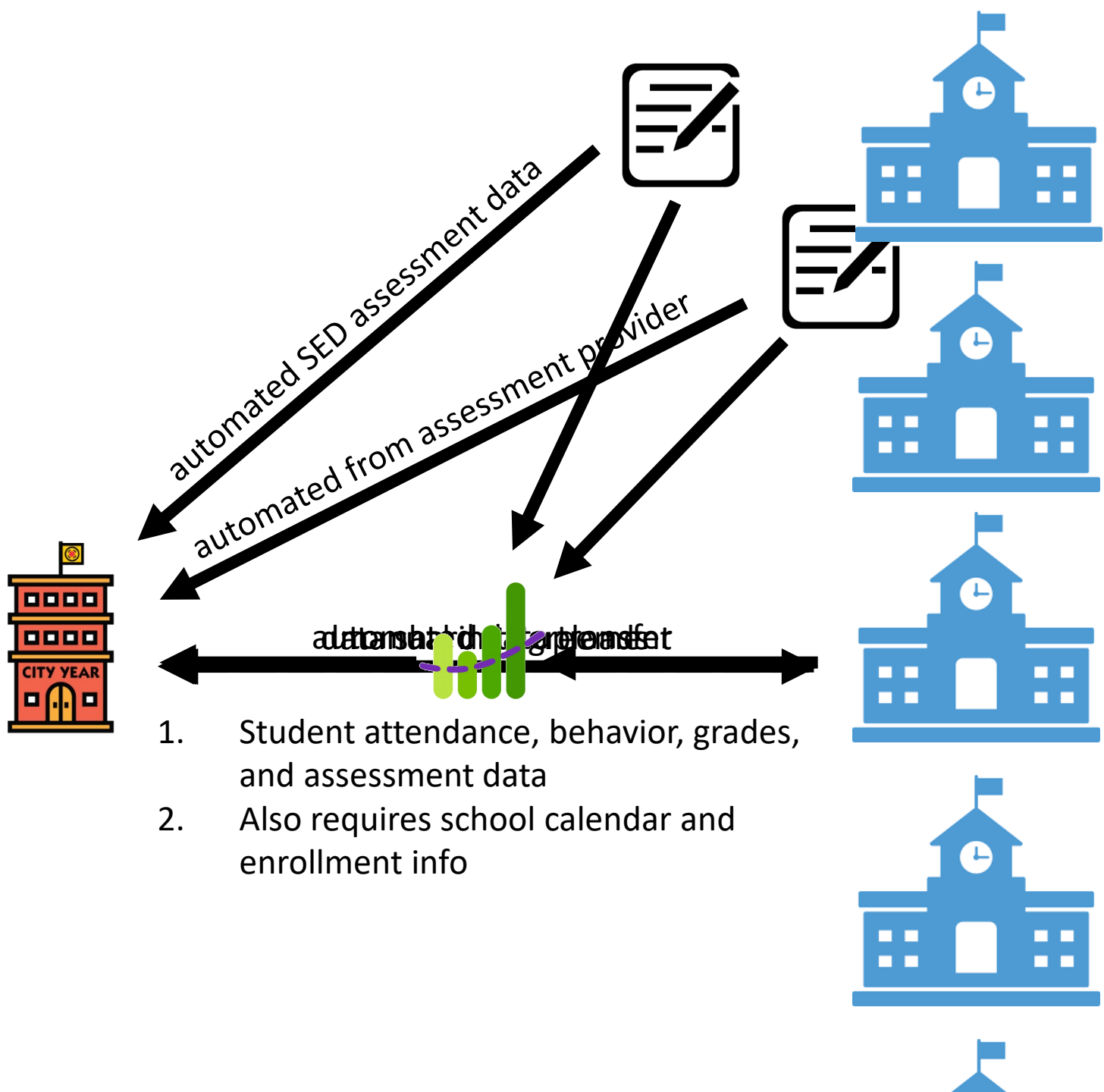


**USE OF DATA TO  
MONITOR STUDENT  
PROGRESS**



**SMALL GROUP SOCIAL-  
EMOTIONAL SKILL  
BUILDING SESSIONS**

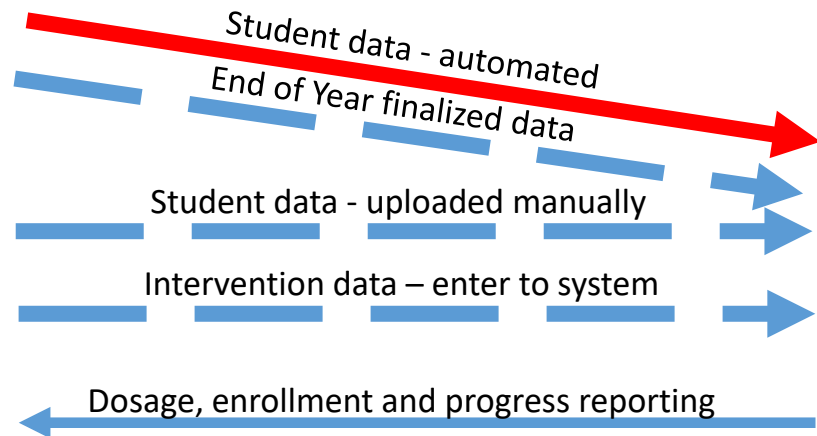






Regional offices  
implement in  
schools

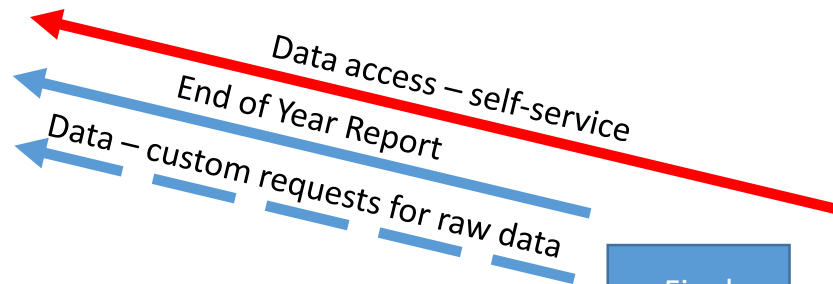
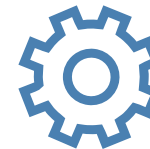
District  
Data



Data



Data  
processing  
including  
standardizing,  
adding goals,  
choosing pre  
and post  
measures



Final  
Data

Impact  
Data

# About the National Student Clearinghouse

With support from registrars, financial aid groups, and others, the National Student Clearinghouse was established in 1993 as a 501c(6) non-profit organization with the purpose of developing processes and procedures to assist colleges and universities, the student loan industry, and students better manage student loan information.



# The Clearinghouse Mission

The mission of the National Student Clearinghouse is to serve the education and workforce communities and all learners with access to trusted data, related services, and insights.

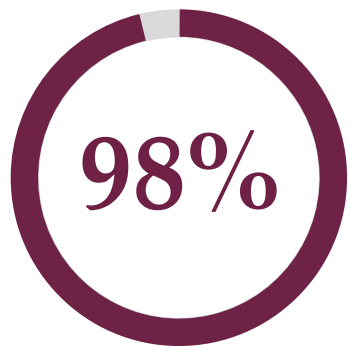




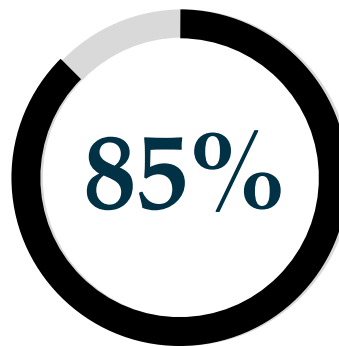
# OUR REACH

## Over 12,000

Secondary school partners,  
representing 55% of US 12<sup>th</sup> graders



Title IV degree-granting institutions representing **98%** of U.S. postsecondary education enrollments participate in the Clearinghouse



Working with every state's K-12 or postsecondary education department in a research capacity



## 1.3 BILLION

data transactions managed by the Clearinghouse every year



## 3,600+

participating colleges and universities (Title IV degree granting schools)



## 25 MILLION

pieces of enrollment information received by the Clearinghouse every month

Enrollment Records are updated **AT LEAST 4X** per term or semester

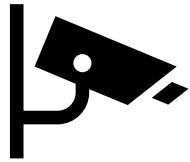


## FERPA – FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

### Why is it important?

- **Privacy**
- **Legal ramifications**
  - **Failure to comply with FERPA may cause an educational institution to forfeit its federal funding.**  
**Additionally, some states allow for monetary damages for the disclosure of private information.**

## SALIENT CONCERNS



Tracking  
students

Marketing



## APPLICABLE EXCEPTIONS TO FERPA

- **The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.**
- **2008 revisions state that a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official**
- **2011 revisions further clarify that schools may disclose information to third parties to audit or evaluate their programs**

## SCHOOL OFFICIALS' EXCEPTION

**FERPA allows "school officials" within a school to obtain access to PII, provided the school has determined that they have "legitimate educational interest" in the information.**

**Although the term "school official" is not defined, the Dept. of Ed generally interprets to include parties such as:**

- **Professors, instructors administrators**
- **Health staff, counselors, clerical staff**
- **Attorneys, trustees, members of committees and disciplinary boards**
- **A contractor, volunteer or other party to whom the school has outsourced institutional services or functions**

## CONTRACTORS, CONSULTANTS, VOLUNTEERS

**2008 revisions state that a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party –**

- 1. Performs an institutional service or function for which the agency or institution would otherwise use employees;**
- 2. Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and**
- 3. Is subject to the requirements of § 99.33(a) governing the use and redisclosure of personally identifiable information from education records.**

## CROSS-INSTITUTION EXCEPTION

**FERPA allows a school to disclose PII from an eligible student's education records to another school in which the student seeks or intends to enroll.**

- **The sending school may disclose if it has included in its annual notification of rights a statement that it forwards education records in such circumstances.**
  - **Otherwise, the sending school must make a reasonable attempt to notify the student in advance of making the disclosure, unless the student has initiated the disclosure.**
- **The school must also provide an eligible student with a copy of the records that were released if requested by the student.**

# DATA SHARING AGREEMENTS

## Key Aspects

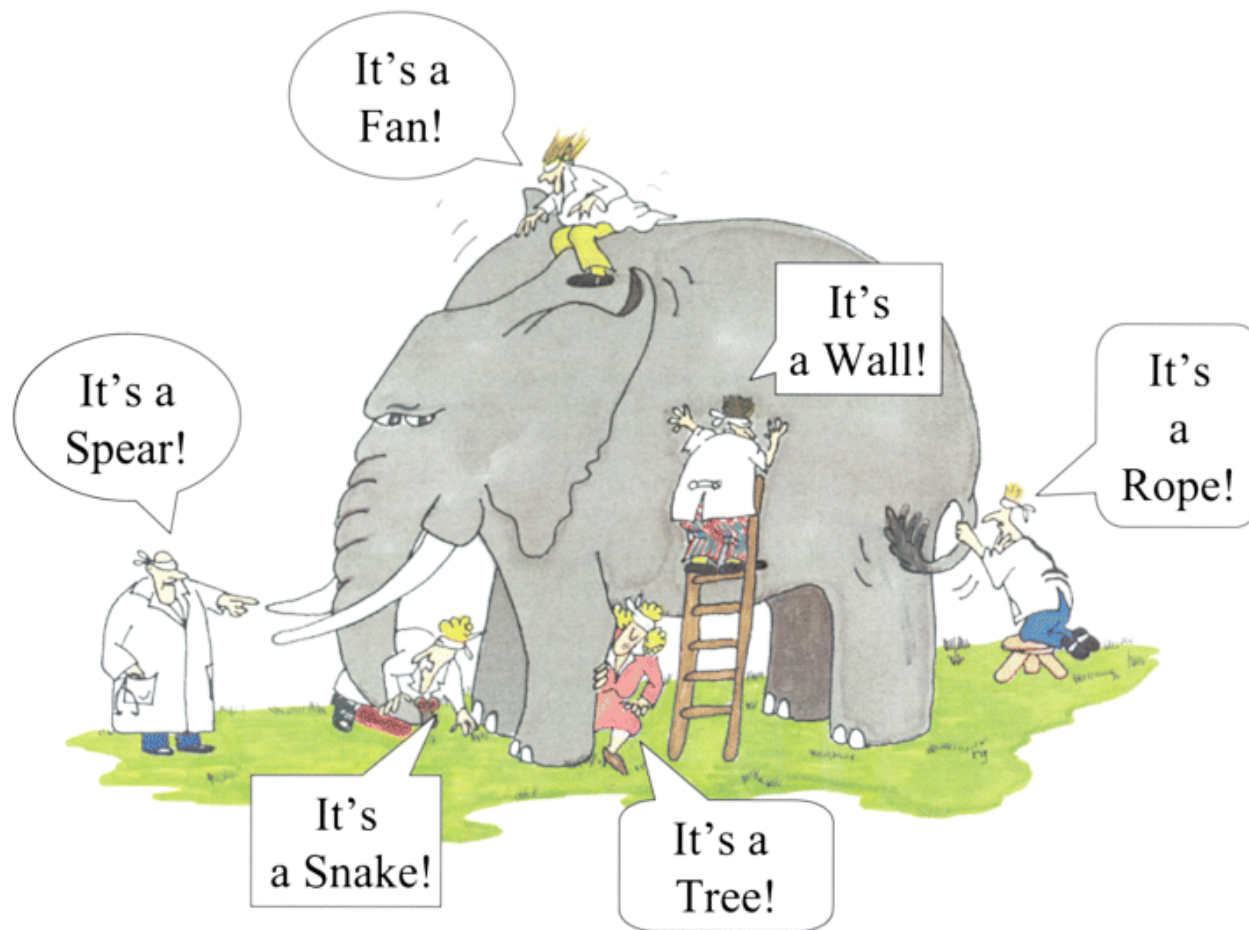
- Purpose of agreement
- Proposed analysis/use
- Description of requested data
- Statements of data security and confidentiality
- Data transfer and storage
- Period of agreement
- Termination

## Additional Considerations

- Obligations of the school district and the requesting organizations



# Getting on the same page



## Example of end product to create the theory of action

Context	Strategies	Activities and Participation	Performance measures, Objectives, and Impact Goals
Beliefs, theories, resources	Strategies	Activities Participation	Performance measures Objectives Impact Goals
	High-Leverage Approaches	What we do Who we reach	What measures do we need to examine to know we're meeting our goals? How will we reach our impact goals? What the desired results or ultimate impact(s)
	<p><u>Policy</u></p> <p><u>Communications</u></p> <p><u>Data analytics</u></p> <p><u>Capacity Building</u></p>	<p>Examples</p> <ul style="list-style-type: none"> <li>Conduct workshops, meetings</li> <li>Deliver services</li> <li>Develop products, curriculum, resources</li> <li>Train</li> <li>Provide technical assistance</li> <li>Assess</li> <li>Facilitate</li> <li>Partner</li> </ul> <p>Examples</p> <ul style="list-style-type: none"> <li>Participants</li> <li>Clients</li> <li>Agencies</li> <li>Decision-makers</li> </ul>	<p>Examples</p> <ul style="list-style-type: none"> <li>Learning</li> <li>Awareness</li> <li>Knowledge</li> <li>Attitudes</li> <li>Perceptions</li> <li>Skills</li> <li>Opinions</li> <li>Aspirations</li> <li>Motivations</li> </ul> <p>Performance Measure 1A: Each LEA will provide at least two opportunities for parents to share their knowledge in classroom/instructional settings. These may include a combination of job-embedded professional development trainings for educators that focus on culturally responsive communications; data-sharing discussions; and district-led meetings for AAPI parents that are designed to increase access to student data.</p> <p>Performance Measure 1B: At least 80 percent of pilot LEA participants will agree that opportunities are useful.</p> <p>Performance Measure 1C: Each LEA will conduct an annual parent survey and incorporate survey data reviews into their theory of action.</p> <p>Performance Measure 2A: Each pilot site will complete a theory of action for incorporating strategies to increase AAPI student attendance and engagement. This theory of action will be updated each year.</p> <p>Performance Measure 2B: Each pilot site will provide at least two applied and experiential education offerings that draw on the personal life experiences and knowledge of community members, students, and parents to promote college and career readiness.</p> <p>Performance Measure 3A: Each pilot site will provide school teams with at least one professional development session focused on learning how to use disaggregated student data to set performance goals for different groups of students.</p> <p>Performance Measure 3B: Each pilot site will set performance goals for groups of students regarding graduation rates, chronic absenteeism rates, and disciplinary expulsion. These performance goals will be reviewed and amended as necessary each year.</p> <p>Examples</p> <ul style="list-style-type: none"> <li>Action</li> <li>Behavior</li> <li>Practice</li> <li>Decision-making</li> <li>Policies</li> <li>Social action</li> </ul> <p>LEAs will engage AAPI families in understanding and using student data and will collectively build meaningful and sustainable family-school connections.</p> <p>AAPI-EL students will increase attendance and engagement in school through participation in relevant educational experiences that draw on their personal life experiences and knowledge.</p> <p>AAPI-EL students will show gains on the Smarter Balanced assessment, increases in graduation rates, decreases in chronic absenteeism, and decreases in disciplinary expulsions.</p> <ul style="list-style-type: none"> <li>Conditions</li> <li>Social</li> <li>Economic</li> <li>Civic</li> </ul> <p>Goal 1 Increase AAPI family engagement in schools</p> <p>Goal 2 Engage AAPI-EL students in school by encouraging them to see its relevance to their career, college, and life pathways:</p> <p>Goal 3 Close the achievement gap in English language arts and mathematics for AAPI-EL students:</p>

## Evaluation

**Focus, Collect Data, Analyze and Interpret, Report**