



Youth who have suffered trauma
can become our future leaders



Supporting CQI with Administrative Data in Practice – Lessons from a Research Practice Partnership



Youth who have suffered trauma **can become our future leaders**







The Chapin Hall Collaborative

- How it all began
 - Common "Can't Do's"
 - Bottom-up
 - Common vision around the role of data
 - Better together

Our Principles

- Practitioner-initiated and led
- Focused on meeting practical needs around data accessibility, capacity-building, and use
- Approach is long-term and developmental, rather than limited-term and evaluative

Our Partners



- Both non-profit and public agencies
- Diverse program types, some serving all Chicago youth, some serving specific populations
- Chapin Hall convenes the Collaborative, but has only one vote in leadership
- Partner representatives guide the vision
 - Monthly working group
 - Quarterly executive group

Data Sources

- Chicago Public Schools
- Department of Children and Family Services
- Chicago Police Department
- National Student Clearinghouse
- My Voice My School (SEL)
- Census Data

Data Limitations

- While data and analysis is at individual level, reports must be group aggregates
- Timeliness
- Permissions Protocol
- As with all data, it's not a magic bullet for CQI or evaluation

CQI Challenge #1: Getting Data

- **Cost of Resources**
 - Staff time
 - Travel
 - Multiple students at multiple schools
- **Difficulty managing multiple state/city systems**
 - Getting data out of other systems
 - Matching data

CQI Challenge #1: Getting Data

Violence Intervention and Prevention Services

This program provides services in the community to reduce community violence:

- Individual and Group mentoring
- Community Mediation (Interrupters)
- Clinical Case Management for individuals/families

Services are provided in specific areas of the city

CQI Challenge #1: Getting Data

Questions:

- 1) How do we know we are serving the intended population?
- 2) How do we know we are making a difference?

CQI Challenge #1: Getting Data

Solution: Data Demo

- Recruitment-View background and summary
 - Attendance participant vs Peer (CPS)
 - Neighborhood (Census)
 - Arrest rates (CPD)
- Exploring Outcomes
 - View 2016 next year arrest data

CQI Challenge #1: Getting Data

Benefits of Research/Practice Partnership

- Access to data collected from many different sources saves time/money for service providers (though limited by aggregate form)
- Research partner manages the legal and technical aspects of administrative data permissions and linkage
- Constant feedback loop between practitioner (UCAN) and researcher (Chapin Hall) to ensure data is being looked at and interpreted correctly

CQI Challenge #2: Setting Benchmarks

- CQI requires the use of well-scoped targets and benchmarks to assess the effectiveness of interventions.
- Limited or poor-quality data can lead to benchmarks that are not aligned with program activities and interventions
- UCAN's service population does not look like the district as whole, need custom reporting

CQI Challenge #2: Setting Benchmarks

Educational Support Program

Provides educational/vocational services to youth in care who live in the city of Chicago. These 1:1 Education Coaches work with students, their families, and their schools to improve education outcomes for participants.

Issue:

DCFS requires UCAN to report attendance and promotion rates for youth who receive this service and set goals for student achievement.

CQI Challenge #2: Setting Benchmarks

Solution: Data Demo

- We can match CPS & DCFS data for more accurate accounting of outcomes.
- Peer to Peer Comparisons in the same schools
 - Chronic Absenteeism
- Using CPS data, we can set better benchmarks

CQI Challenge #2: Setting Benchmarks

Benefits of Administrative Data

- Using a common language to speak about data
- Targeted comparisons
- Larger, more complete samples

CQI Challenge #3: Engaging Stakeholders with Data

- External Stakeholder
- Program Managers/Evaluators
- Program Staff

CQI Challenge #3: Engaging Stakeholders with Data

Engaging External Stakeholders

- Communication and Marketing
 - Description of population
 - Description of need
- Grant Proposals
- Funder Reporting
- Evidence to investigate and communicate impact such as peer-based comparisons
- Community Level info and comparisons

CQI Challenge #3: Engaging Stakeholders with Data

Engaging Programs

- Description of population
 - Intake: Are we serving the population we meant to serve?
- Opportunity
 - Are there gaps we can fill?
- Outcomes
 - How are the youth doing?
- Research Questions

CQI Challenge #3: Engaging Stakeholders with Data

Data Demo

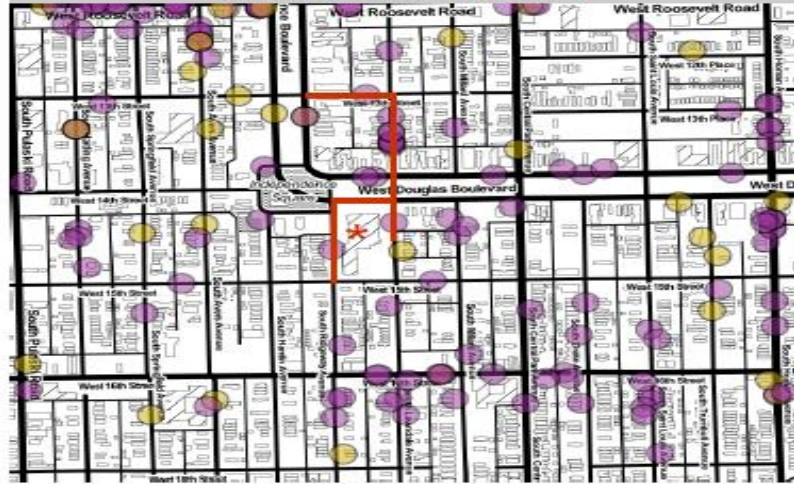
- UCAN Demographics as compared with same school peers
 - For use with Development and marketing
- VIPS Dosage example
 - To assist programs understanding how their services impact the youth served.
- Safe Passages Map with violent crimes census data
 - To allow for safety planning and advocacy

HERZL ELEMENTARY WITH CRIME LOCATIONS AND SAFE PASSAGE ROUTES, BY TIME OF DAY, SY2015

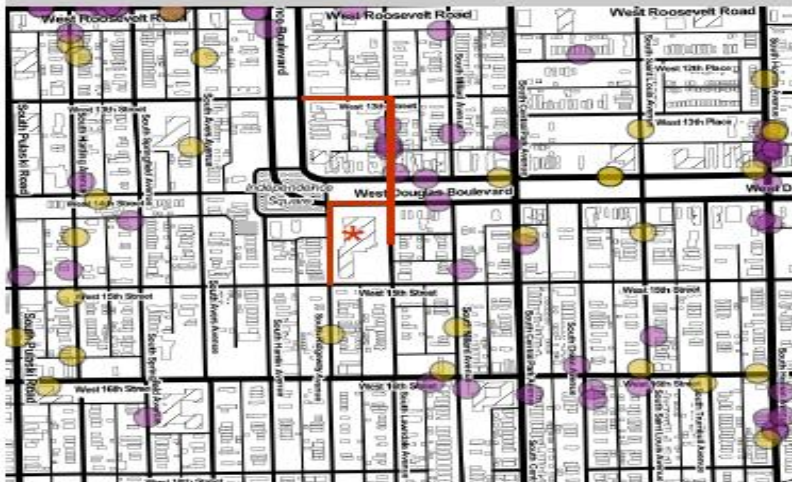
Before School, 7:00AM to 9:29AM



During School, 9:30AM to 1:59PM



After School, 2:00PM to 4:29PM



Out of School, 4:30PM to 6:59PM



- Crime Type**
- Drug Crimes
 - Violent Crimes
- Safe Passages**
-

Sources: the Chicago Police Department and Chicago Public Schools data

CQI Challenge #3: Engaging Stakeholders with Data

Benefits of Collaborative Learning

- Division of Labor
 - Different and complementary expertise and perspective on data interpretation and use
- Different and complementary expertise and perspective on data interpretation and use
 - Discussion of common problems/solutions
 - Learn from expertise of others in different sectors
- Shared responsibility to set strategic agendas

Supporting CQI in Practice

- **Identifying trends**
 - Before/After a service
 - Description of population
 - In comparison with school peers
 - Comparison of communities throughout Chicago
- **Refining research questions**
 - How do we examine/investigate program impact?
 - Which outcomes can we expect will be moved?

Next Steps: Examining Impact

OUTCOMES Needed:

- Increased enrollment
- Increased attendance
- Grade promotion/Graduation rates
- Decreased arrests
 - Violent crimes

PLAN: Match CPS, CPD, DCFS data to compare VIPS outcomes with a similar comparison group of youth who attend the same schools and have the same characteristics

Connecting from Here

- Our effort began from conversations after formal meetings ended
- Please come talk to us!
- Please talk to each other!

Questions and Answers

Questions and Answers

Ask us about:

- Contract language and terms
- Funding and fundraising
- Free and open source software
- Engaging partner workforce
- Partner agencies and their representatives to the Collaborative
- Developing and maintaining data permissions
- Who might play the role of your research partner
- Designing report look and contents
- How we pose research questions
- Using administrative data to explore impact of programs

Contact Us

Andrea Chua – andrea.chua@ucanichicago.org

Nick Mader – nmader@chapinhall.org

Chapin Hall Collaborative – chcollab@chapinhall.org