AISP Newsletter: June 2017

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AISP Updates

Additional Information

Inaugural AISP Learning Community Cohort Update

AISP recently selected ten jurisdictions to participate in our inaugural IDS Training and Technical Assistance Learning Community. They include: California, Colorado, Connecticut, Iowa, Massachusetts, Oregon, Rhode Island, Utah, Broward County Florida, and King County Washington.

The Learning Community initiative will assist jurisdictions with developing a governance process, preparing an appropriate legal framework, and creating a data and technology plan. Selected jurisdictions will form a third Learning Community that will launch in Spring 2018. Three of those jurisdictions will be: Georgia, Baltimore, and Miami-Dade County. Other participants for the

Tools for Evidence Podcast: A Closer Look at RCT-YES and the RCE Coach

third cohort will be chosen later this year following another RFA process.

The AISP Learning Community is made possible through generous funding from the Annie E. Casey Foundation. Curriculum development for the Learning Community was funded through The Laura and John Arnold Foundation and The John D. and Catherine T. MacArthur Foundation.

AISP Hires New ADRF Network Director

We're excited to announce that Monica King joined AISP this month as Director of the Administrative Data Research Facilities (ADRF) Network. In this role, Monica directs the day-to-day project operations and supports the establishment of a sustainable research network that promotes the access and use of administrative data in research and policy. Monica recently earned her PhD in Demography at the University of Pennsylvania as an NICHD Predoctoral Fellow. Her research leverages decades of publicly available data to understand how social, economic, and demographic factors explain patterns of motor vehicle deaths. Monica also holds a Masters in Statistics from the Wharton School at Penn.
Access **Monica's complete bio**.

AISP Network Sites in the News

Cuyahoga County, Ohio Shares

The Center on Urban Poverty and

The Center on Urban Poverty and
Community Development at
JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE
UNIVERSITY

[Information Across Agencies to Improve Services for Families Experiencing Homelessness](#)

"Families who receive social services frequently need help from more than one public system. Typically, they struggle with an array of problems requiring simultaneous assistance from multiple agencies. But the help they receive from government often is fragmented and reactive rather than coordinated and preventative. Information about each family is split across the separate agencies that provide food assistance, workforce training, child welfare services and schooling. Agencies cannot see – and are not responsible for – how their support of a family affects what happens in these other closely-related systems."

"Partnering for Family Success (Family Success, for short) is the first county-level program in the United States to use a funding mechanism known as pay for success. Introduced in the United Kingdom in 2010, pay for success has attracted widespread interest as a way for governments to get upfront private and philanthropic dollars to run evidence-based programs. Unlike traditional philanthropic grants, the funding that supports pay for success programs is treated like an investment: funders are paid back out of tax dollars if — and only if — the program is shown to be effective and generates savings for government."

"At root, Cuyahoga County's Family Success initiative provides a particularly vulnerable population – homeless mothers who have children in the child welfare system – with housing and other supports to more quickly reunite these families or to allow the child to enter alternative permanent placement. The investors are funding comprehensive services for homeless mothers and will be paid back from the savings generated by shortening the time the children of these homeless mothers spend in out-of-home care. And the glue

holding together this complex arrangement is an integrated data system (IDS) developed by the Center on Urban Poverty and Community Development at Case Western Reserve University (CWRU) that holds data from 18 separate administrative systems in Cuyahoga County." Access the **complete article**.

Administrative Data in the News

New WDQC Brief Discusses How Illinois Data Systems Inform Policy and Practice through Collaboration

"How do workforce practitioners know whether their programs are improving the lives of people in the communities they serve? How do policymakers know whether taxpayer investments are working? How can researchers understand why social services help some groups of people and not others? "

"Longitudinal data systems can connect workforce training and other postsecondary education data with employment and social service data to answer those questions. With advancements in technology and significant investment by states and the federal government, agencies and research institutions are making strides in using data to assess and improve programs. Developing data systems that integrate information effectively, however, poses challenges." Access the **complete brief**.

Northwestern University Uses Integrated Administrative Data to Evaluate Premies' Educational Outcomes

"Many studies look at premature babies but very few

of them look at their educational outcomes into middle school in such a large population," said Garfield, who also is an attending pediatrician at Ann & Robert H. Lurie Children's Hospital of Chicago. "What's special about this study is it speaks to the importance of administrative data sets and the ability to combine different data sets in ways that allow us to ask questions and get answers about how our children are doing in the long-run."

"While some people might be troubled that very premature infants tend to score well below their full-term peers on standardized tests, I believe that the glass is more than half-full," said senior author David Figlio, director of the Institute for Policy Research at Northwestern University. "Most infants born at 23 to 24 weeks still demonstrate a high degree of cognitive functioning at the start of kindergarten and throughout school."

"Also part of the study was Jeffrey Roth, research professor emeritus in the University of Florida department of pediatrics' division of neonatology within the College of Medicine."

"The conventional wisdom is that extreme prematurity is very deleterious to educational accomplishment," Roth said. "That said, the fact that two thirds of these kids showed up ready to start school is very reassuring. When physicians talk with parents about the prospects for their newborn infant, they can say that some very premature babies do brilliantly. That's comforting to both parents and physicians." Access the **complete report**.

AISP Network

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If you have any questions or comments or comments about the AISP Newsletter or AISP, please contact **Laura Kitson**.
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