Bridging the Agency-Academic Divide to Integrate Data and Serve “The Whole Child”

Association for Public Policy Analysis & Management (APPAM)

November 2019
Agenda

- Introductions
- Presentations from Wisconsin
  - University Perspective
  - Agency Perspective
- Presentations from Iowa
  - University Perspective
  - Agency Perspective
- AISP: A National Perspective
- Questions & Discussion
## Actionable Intelligence for Social Policy (AISP)

<table>
<thead>
<tr>
<th>We are:</th>
<th>We are not:</th>
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<tbody>
<tr>
<td>Data sharing enthusiasts</td>
<td>✗ A data holder or intermediary</td>
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<tr>
<td>Connectors, community builders, thought partners</td>
<td>✗ A vendor or vendor recommender</td>
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<tr>
<td>Focused on ethical data use for program evaluation, resource allocation, policy change</td>
<td>✗ Focused on purely academic research</td>
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We work to promote partnership efforts that:

- Link administrative data across at least three domains/agencies
  
  Not just across several programs within an agency

- Serve as a public utility
  
  Not research for research's sake

- Have a clear organizational home and defined governance structure
  
  Not one-off projects
AISP Network Sites + Learning Community Sites

53% OF THE US POPULATION
2018 Survey Findings

Lead Organization For Data Sharing Effort

- State Government Agency (32%)
- University (29%)
- University & Government Agency Collaboration (21%)
- City or County Government Agency (17%)
- Stand-alone Non Profit (>1%)

N = 35
2018 Survey Findings

What level of data do you integrate?

- State 59%
- County or Region 33%
- City 8%

N = 39
2018 Survey Findings

Integrated data are being used for...

- Informing policy: 100%
- Program evaluation: 80%
- Conducting research: 80%
- Program management: 60%
- Case management: 50%
- Community needs assessments: 40%
- Informing funding allocation: 30%
- Outcomes oriented contracting: 20%
- Contract management: 10%

Write-in answers: Direct Service, Grant Development, Population Management, Workflow/Operations
2018 Survey Findings

What policy areas are you interested in exploring?

- Early Childhood Education
- Social Determinants of Health
- K-12 Education
- Child Welfare
- Early Childhood Risk Factors
- Employment
- Two-Gen Programs
- Workforce Training
- The Opioid Crisis
- Juvenile Justice
- Housing & Homelessness
- Adult Justice
- Postsecondary Education
- Mental Health
- Aging

Write-in answers:
- Healthcare Utilization
- Maternal/Infant Outcomes
- Medical Marijuana
- Response to Poverty
呈报者

- **威斯康星**
  - Hilary Shager, University of Wisconsin-Madison, Institute for Research on Poverty
  - Kristina Trastek, Wisconsin Department of Children and Families

- **爱荷华**
  - Cassandra Dorius, Iowa State University
  - Betsy Richey, Iowa Department of Public Health
Bridging the Agency-Academic Divide to Integrate Data and Serve “The Whole Child”: The Wisconsin Experience

Association for Public Policy Analysis & Management (APPAM)

Hilary Shager

November 9, 2019
Institute for Research on Poverty (IRP)

• Established in 1966 during the War on Poverty
• Functions as independent, multi-disciplinary center within the College of Letters & Science at the UW-Madison

• Core infrastructure funding from UW-Madison and U.S. Dept. of Health & Human Services
• ~$30 million in grants and contracts from foundations, state and federal agencies
Realizing “The Wisconsin Idea”

Collaboration Supports Policy Development and Academic Research

Local, State, Federal Agencies & Other Partners
Policy issues
Innovative programs
Real-world experience
Data
Funding

IRP
University of Wisconsin-Madison
University resources
Technical expertise
Long time horizon
Funding
The Wisconsin Administrative Data Core

Child Welfare

CARES: TANF, SNAP
Child Care
Medicaid

DOC: State Incarceration

KIDS: Child Support orders
CS payments
CS receipts
Paternity Establishment
Divorce

UI wage record

Not shown:
CRN: AFDC/Foodstamps
UI benefits
Milwaukee Jail
School Data

N = 7 million +
Current Wisconsin State Administrative Data Resources

CORE – fully linked:
• SNAP/Food Stamps (CRN, CARES)
• Child Protective Services (WiSACWIS)
• AFDC/TANF (CRN, CARES)
• Medicaid/Badgercare eligibility & claims (CRN, CARES)
• Child Care Subsidy (CARES)
• Child Support (KIDS)
• Unemployment Insurance Benefits (UI)
• Incarceration (Dept. of Corrections)
• Milwaukee Jail

REGULAR MATCH:
• Wage Records (UI)
• Dept. of Public Instruction (K-12)

SPECIALIZED MATCH (ad hoc/samples):
• Department of Revenue
• Juvenile Circuit Court Records
• SSI records (CARES)
• Vital Records (births/paternity)
• Circuit Court Records (CCAP; foreclosures)
• Family Court Records (not electronic)
• TANF Applicants (not electronic)
• Parent Surveys
• CSPED
Identifying Questions of Interest

- IRP staff and faculty affiliates meet regularly with agency leadership and staff
- Sustained research agreements for specific programs
- Contracts for specific programs and projects
- Identification of joint funding opportunities
- Quarterly “Learning Exchanges”
- Ad-hoc TA provided by IRP staff and faculty
- Ad-hoc consultation provided by state agency leadership and staff
- “Translation by design”—how findings will be shared with and used by agency partners
How the WI Data Core Requires and Sustains the Partnership

• Provides a unique resource for agencies that cannot otherwise link and analyze across systems
  – Sustains state support of Data Core data access and funding

• Provides a unique data resource for research that cannot otherwise be completed
  – Sustains commitment and interest of academic researchers

Yours, mine, and (increasingly) ours
How Institutional Constraints Shape the Partnership

• Data may only be used to inform policy and program administration
  – State agencies are not permitted to provide data access for research not relevant to the agency’s mission, so researchers need to accept limitations, and understand and explain utility

• Research results must be made public, and identified matched data cannot be returned to agencies
  – IRP faculty and staff are not permitted to submit research for clearance by funders nor to return matched data to agencies, so agencies must value and accept independence
Educational Outcomes for Children in Out of Home Care (OHC): Questions

• On average, children in OHC exhibit poorer developmental outcomes than children who have never experienced OHC

• BUT...children who experience OHC are also more likely to experience other risk factors, including poverty, parental substance abuse and mental health problems, etc., that are also likely to influence developmental outcomes

• Are poorer outcomes the result of OHC or driven by other factors?

Educational Outcomes for Children in Out of Home Care (OHC): Results

- Use linked administrative data to investigate
  - Bivariate evidence that children who experience OHC have poorer achievement (test scores) than those not experiencing OHC
  - Bivariate evidence that OHC have poorer achievement than general population of those receiving SNAP, but economic disadvantage appears to explain more than half of this gap
  - *Multivariate* results confirm that OHC itself is NOT significantly related to school achievement
  - BUT...OHC is significantly related to lower graduation rates
  - These findings have led to ongoing work with DCF and DPI, currently trying to understand this difference and what can be done to alleviate it
Other Integrated Data Research Focused on Child Outcomes

- Recent NIH proposal submission examining longitudinal health and wellbeing outcomes for mothers who used opioids during pregnancy and their children
- Socioeconomic Disadvantage and Educational Achievement: Evidence from Integrated Education and Social Service Administrative Data
- Gestational Age, Early Literacy, and Moderation by Maternal Sociodemographic Factors
- Post-Divorce Placement Arrangements and Children’s Test Scores
- The School Breakfast Program and Elementary School Students’ Attendance and Test Scores
- The Effect of Housing Assistance on Student Achievement: Evidence from Wisconsin
- Young Adult Outcomes Associated with Out-of-Home Placement Experiences
- Patterns of Postsecondary School Enrollment of Low-Income Students: An Analysis of Data from the National Student Clearinghouse
Next Steps

• Address challenges and increase utilization
  – Increase technical efficiencies, quality
  – Lower transactional costs
  – Seek out new data to answer relevant questions

• Empanel State Advisory Council
  – Systematize data sharing processes, agreements
  – Develop cross-system research agenda
  – Work with new agencies

• Work with agencies on internal data matching projects
  – State Longitudinal Data System Grant
  – Preschool Development Grant
  – Child Welfare/Medicaid data matching
Bridging the Agency-Academic Divide to Integrate Data and Serve “The Whole Child”
The Wisconsin Experience

Kristina Trastek
November 9, 2019
Wisconsin Department of Children and Families (DCF)

It is DCF’s vision that all Wisconsin children and youth are safe and loved members of thriving families and communities.

Formed in 2008, DCF is responsible for providing and overseeing the following programs and services:
- Child Welfare
- Community-Based Youth Justice
- Child Support
- Work Programs (W-2)
- Early Care and Education (Child Care)
Data-Informed Foundation

*DCF is an organization built upon a foundation which embraces continuous quality improvement, innovation, and the responsible use of finite resources.*

- Formal and Informal CQI Activities/Projects
- Key Performance Indicators (KPIs)
- Integrated Research Priority List
- Contracts with Academic Partners
Academic Partnerships: Institute for Research on Poverty

Technical Assistance Contract

- Quarterly Learning Exchanges
- Targeted Analyses using the Data Core
- Technical Assistance on Research Projects
  - Draws on Data Core
  - IRP Affiliates and Staff Experience
Learning Exchanges

• Discussion between DCF and IRP to learn about new research that either uses DCF data or has lessons for DCF programs
• IRP reports findings and engages in a dialogue with key department staff about their implications for policy and practice
• Leverages the lessons from IRP research to influence DCF policy, programs, and practice
• Past Topics:
  – Child Support Non-Custodial Parent Employment Demonstration
  – Father Child Relationships during Re-entry from Prison
  – Kids Aging Out
  – Intergenerational Poverty
DCF/IRP

Formal Projects

Support DCF Program/Policy Decisions

• Education Outcomes for Children for Children in OHC
• Young Adult Outcomes associated with OHC
• Understanding Declines in Regulated Child Care Supply and Subsidy
• Child Support Demonstration Evaluation

Of Interest to DCF: Utilizing DCF Data

• Wisconsin Poverty Project
• Children’s Court Improvement Project
• School Meal Programs and Educational Outcomes
• Family Support Study
• Economic Well-being and Educational Outcomes
As a result of the Educational Outcomes for Children in OHC project, DCF and DPI are working together to:

- Share operational data with child welfare workers, increasing their ability to be educational advocates
- Engage school districts, encouraging them to share data with DCF to assist in case management and policy development
- Develop an overarching data sharing agreement, between the two agencies, streamlining future data exchanges
Using Multiple Integrated Data Systems to Improve Practice
Wisconsin Early Childhood Integrated Data System (WI ECIDS)

Initially developed to answer policy questions and make improvements to the early childhood programs which share data into the ECIDS

- Funded via Race to the Top Early Learning Challenge Grant
- Post-Grant period, use has been expanded outside of early childhood focused questions and policy

Three WI state agencies share data via the ECIDS:
- Department of Public Instruction (DPI)
- Department of Health Services (DHS)
- Department of Children and Families (DCF)
# WI ECIDS: What does it do?

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<tr>
<th>Does</th>
<th>Does Not</th>
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<tr>
<td>✓</td>
<td>Pool agencies’ data together in a centralized data warehouse.</td>
</tr>
<tr>
<td>✓</td>
<td>Abridge agencies and programs ownership of their data or data managers’ data security responsibilities.</td>
</tr>
<tr>
<td>✓</td>
<td>Provide data on individuals needed for day-to-day operations or case management.</td>
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<tr>
<td>✓</td>
<td>Enable interested individuals to view and use agencies data at will.</td>
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<tr>
<td>✓</td>
<td>Provide a consistent framework for matching and sharing data.</td>
</tr>
<tr>
<td>✓</td>
<td>Require adherence to all federal and state privacy laws and regulations.</td>
</tr>
<tr>
<td>✓</td>
<td>Enable analysts to use de-identified data to study characteristics and outcomes of groups of participants.</td>
</tr>
<tr>
<td>✓</td>
<td>Strictly control access to data through agency assigned roles and by requiring data use agreements.</td>
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WI ECIDS Available Data

Department of Public Instruction:
• Student Demographic Data
• Attendance
• Enrollment
• Suspensions/Expulsions/Incident Type
• English Proficiency
• WSAS Assessments (3rd Grade Math & Reading)

Department of Children and Families:
• Child Welfare
• Child Care Subsidy
• Wisconsin Works
• Child Support

Department of Health Services:
• Birth Records
• Immunizations
• Lead Screening
• Birth to 3
• Maternal and Child Health
The Data Core and ECIDS

- Early Care and Education Partnership Projects
- Explore 2-Gen Opportunities
- Five County Demonstration Project
Iowa’s Integrated Data System: A State-University Partnership to Inform Early Childhood Policy & Practice

Cassandra J. Dorius & Heather L. Rouse

November 9, 2019
APPAM Annual Meeting, Denver, CO
The first 1000 days make all the difference in a child’s life.

There is an increasingly complex context for early childhood programming and policy.
The goal of our IDS is to improve the quality of life for children in Iowa.

We do this by helping executive leadership utilize their own data and expertise to collectively address their most pressing problems.
“Empower the \textit{creation of collaborations} to support children 0-5 through a primary focus on working together to improve efficiency & effectiveness”
(Iowa Code 256i.2)
ECI is a system of systems

www.earlychildhoodiowa.gov
Integrated Data System (IDS) Taskforce:
A subcommittee of ECI Results Accountability Workgroup:

Jeff Anderson (DOM)  
Tammi Christ (DHS)  
Kelly Davydov (DHR)  
Cassandra Dorius (ISU)  
Marion Kresse (BooST)  
Ryan Page (DHS)  
Tom Rendon (DOE)  
Betsy Richey (DPH)  
Heather Rouse (ISU)  
Amanda Winslow (DOE/DOM)
Simultaneous Development Approach:

1. Develop IDS governance structure that ensures ETHICAL USE
   - State maintains control
   - High standards for PRIVACY protection & rigorous science
   - Strong communication and participation THROUGHOUT the inquiry process to ensure analytics are USED to meet our ECI mission

2. Initiate demonstration(s) of IDS Capacity
IDS Taskforce subgroup at the AIISP Seminar: 2018
State-University Partnership Model

- State maintains control of the “use” of data
- University staffs the infrastructure with a flexible capacity to expand or contract depending on IDS project demands
- Capitalizes on ISU’s land-grant mission and expertise in data management, analytics, security
- Neutral “3rd Party” approach for data integration that meets federal and state legal requirements
- Political & economic sustainability
Iowa’s IDS Development Timeline

- Stakeholder Engagement
  - Vision, Mission, & Principles
- Planning & Development
  - National Consultation
- Use

YEAR 1
YEAR 2
YEAR 3

You are Here
Iowa’s Preschool Development Grant (PDG)

IDS “Demonstration”
Meet the PDG Core Team

- Shanell Wagler
  Early Childhood Iowa Administrator

- Ryan Page
  Child Care Regulatory Program Manager

- Mary Breyfogle
  Early Childhood Consultant

- Rick Roghair
  Professional Development Manager

- Heather Rouse
  Assistant Professor, Human Development & Family Studies

- Kelly Davydov
  PDG Coordinator & 2-Gen

- Amanda Winslow
  Early Childhood Iowa Systems Coordinator

- Tom Rendon
  Head Start State Collaboration Office Coordinator

- Cass Dorius
  Assistant Professor, Human Development & Family Studies
ECI’s Comprehensive Needs Assessment

- Who are Children 0-5 in Iowa?
- Underserved and Vulnerable Populations
- Access to Care
- Quality of Early Care
- Workforce & Professional Development
ECI’s Comprehensive Needs Assessment

1. Synthesize existing statewide assessments & strategic plans
2. Integrated Data System (IDS) approach
3. Child care survey- all licensed providers
4. Family survey
5. Family focus groups
6. Provider focus groups
7. Community listening sessions
Engage & Build: Identify data and priority questions, develop legal agreements, implement security procedures, and integrate relevant data

Needs Assessment: Analyze child and family characteristics, service participation, and kindergarten outcomes

Strategic Planning: Report findings to stakeholders, solicit their input, and use results to inform Strategic Plan
IDPH Birth Records:
- Child demographics (gender, race, birth order)
- Low birthweight
- Preterm birth
- Inadequate prenatal care
- Low maternal education (<12y)
- Birth to teen mother
- Birth to single mother
- Poverty

Department of Education:
- Child demographics (age, gender, race/eth)
- Free/reduced price lunch status
- ELL status
- Kindergarten enrollment (location & dates)
- Kindergarten attendance rate
- Kindergarten literacy assessment

Identify Priority Variables
39,200 born in Iowa & age eligible for kindergarten in SY1718

27,219 born & attend kindergarten

• 69% of those born in Iowa attend K in Iowa
• 78% of kindergarteners were born in Iowa

34,813 enrolled in kindergarten SY1718

SUMMARY: More children are born here and leave Iowa than who move here between birth & Kindergarten
39,200 born in Iowa & age eligible for kindergarten in SY1718

27,219 born & attend kindergarten

- 6% of B-to-K cohort used a CCA subsidy
- 68% of B-to-K cohort had a DE-funded PreK experience
- 67% of B-to-K cohort had a TS GOLD Assessment (i.e., enrolled in a participating preschool program)

73% of B-to-K cohort had “any of the above” PreK
**Integrated Data System: Sample Results**

- **DE PreK Data**
  - Total: 18,388
  - DE only: 1,489 (5.5%)
  - DE + GOLD: 1,310 (4.9%)
  - DE + GOLD + CCA: 247 (0.6%)
  - CCA only: 94 (0.3%)
  - CCA + DE: 67 (0.2%)

- **Child Care Assistance Data**
  - Total: 1,718
  - CCA only: 94 (0.3%)

- **Preschool Assessment Data**
  - Total: 18,314
  - DE only: 1,235 (4.5%)
  - DE + GOLD: 1,310 (4.9%)
  - DE + GOLD + CCA: 247 (0.6%)

**Unduplicated Counts:**
- 73% of Children had AT LEAST 1 experience across systems (27% had NONE)

**Underserved Children:**
- Children born to mother with <HS degree & with inadequate prenatal care are SIGNIFICANTLY LESS LIKELY to have a preschool experience

**Vulnerable Children:**
- Children born to teen mothers are SIGNIFICANTLY MORE LIKELY to receive a child care subsidy and SIGNIFICANTLY LESS LIKELY have a DE-funded or Private PreK experience
Identified Gaps in Data and Research

- Continued Analysis of Data Collected
- Expand IDS Capacity

**DATASETS**
- Head Start
- Home Visiting
- IDEA Parts B and C
- Health and Nutrition

**INFRASTRUCTURE**
- Technology
- Legal Agreements
- Communications
- Sustainability

- Stakeholder Training & Communications in “Use” of Data
Stakeholder Engagement to Process Results for ‘USE’

12
NA Stakeholder Meetings (2 all day)
May 24 – July 16

3
SP Stakeholder Meetings (1 all day)
August 1 - 13

System Learning
Feedback on Findings
Identify Gaps
Refine Analysis
Stakeholders: Brainstorming & Prioritizing
Stakeholders: Brainstorming & Prioritizing
PDG Core Team: Sorting & Assembling
Key Findings that Influenced our Strategic Plan

- We need more, better, and diverse communications strategies infused across the system
- Learning Sessions process revealed needs for more training in data “use”
- Identified specific underserved populations that we need to prioritize for access and quality
- Focus on workforce needs to be a TOP priority if we are going to improve access and quality

A Living Plan

How the Current System is Structured

Voting members are made up of representatives from key departments of the state’s executive branch (Education, Public Health, Human Services, Human Rights, Workforce Development, Economic Development Authority) and fifteen citizen members. Four legislators also serve on the board in an ex-officio capacity.

Serves as an advisory group to the State Board; membership and participation is open to anyone who self-identifies as a “stakeholder” in seeing the state reach its vision through its result areas.
Memorandum of Agreement signed by 7 Directors & Iowa State

- Federal approval of Needs Assessment (no revisions!); awaiting Strategic Plan approval
- Unanimous State approval of Needs Assessment & Strategic Plan

ECI Component Groups engaged in ‘next step’ planning, including IDS related projects

Ongoing stakeholder feedback and enhancements to best serve young children and their families, including IDS motivated work

PDG grant renewal submitted November 2019 with IDS focus

Moving ECI’s IDS forward one step at a time
Thank You

ECI Preschool Development Grant (PDG) Core Team:

Shanell Wagler (PDG PI) & Amanda Winslow (Iowa Department of Management; DOM); Kelly Davydov (Iowa Department of Human Rights; DHR); Tom Rendon & Mary Breyfogle (Iowa Department of Education; DE); Ryan Page (Iowa Department of Human Services; DHS); Rick Roghair (Iowa Association for the Education of Young Children; IAAEYC); Cassandra Dorius & Heather Rouse (Iowa State University; ISU).

PDG Needs Assessment, IDS, and Data Analysis Partners - Iowa State University:

Department of Human Development and Family Studies. Heather Rouse, Cassandra Dorius, Christine Lippard, Carla Peterson, Ji Young Choi (faculty leads); Rachael Voas (program manager); Quentin Riser, Maya Bartel, Seulki Ku, Jessica Bruning (graduate and post-doctoral research assistants); Allison Gress, Emma Kelley, Kaitlyn Facile, Lexi Flake (undergraduate research assistants).

This work was made possible by the Preschool Development Grant Birth to Five (Grant Number 90TP0030-01-00) from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services as part of a grant totaling $2,190,119 with 0% financed with non-governmental sources. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.
Questions or comments about Iowa’s Early Childhood Integrated Data System?

Please email us:

Cass Dorius
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Heather Rouse
hlrouse@iastate.edu
From Data to Action: Leveraging State-University Partnerships to Drive Translational Research

Betsy Richey, Cassandra Dorius, Shawn Dorius & Heather Rouse

November 9, 2019
APPAM Annual Meeting, Denver, CO
Time Lags in Translating Health Research Into Practice

It can take years, or even decades, for health research to inform policy and practice.

One of the goals of our agency-academy partnership is to test new approaches for translating health research into practice on a much shorter timeline.
SUBSTANCE USE AMONG IOWA FAMILIES: AN INTERGENERATIONAL MIXED METHOD APPROACH FOR INFORMING POLICY AND PRACTICE

- Use a two-generational lens to understand the family context
- Include both rural and urban populations
- Test IDS governance and procedures with at least two IDPH data sets
- Conduct face-to-face, in depth interviews with adults who have a history of substance use
STUDY PURPOSE

Use social research to identify opportunities for substance use health interventions

Improve understanding of the dynamics of rural substance use

Strengthen IDPH surveillance of substance use with IDS & ethnographic assessments

Understand multi-generational impacts of substance use and family risk to help IDPH develop strategies to identify and support families harmed by substance use
- Interviewed 41 adults and 3 couples
- Semi-structured, recorded interviews (60-90 mins)
- Interview protocol focused on the social context of substance use
  - Family
  - Community
  - Church
  - Occupation

ETHNOGRAPHIC APPROACH
THEMES: DRIVERS OF SUBSTANCE USE

• Social isolation & stigma
• Economic vulnerability
• Trauma & coping
• A choice versus disease accountability narrative
Birth-to-DAISEY* Match

* DAISEY is a data collection and reporting tool used for all home visiting programs in Iowa

Born in Iowa (anytime)

8,680
Born in Iowa & enrolled in MIECHV or FSSD (56% of DAISEY enrolled)

DAISEY
Jan. 1- Dec. 31, 2017
Any active child
N = 15,518

Many missing or out of range birthdates that precluded matching
Parental rights were terminated or lost

Too busy

Moved out of service area

No longer interested in services

No contact or could not locate

Completed program “as planned”
Birth Characteristics by Substance Use History

- Poverty (WIC/Medicaid): 97% (93%)
- Tobacco use: 60% (27%)
- Unmarried mother: 75% (65%)
- Low maternal education: 16% (18%)
- Teen mother: 9% (12%)
- Pre-term/low birthweight: 11% (11%)
- Inadequate prenatal care: 3% (2%)

**Substance Use**
- **Non-Substance Use**

*Note: Percentage values may vary due to rounding.*
Cumulative Birth Risks by Substance Use History

Non-Substance Use
- 0 Risk: 3%
- 1 Risk: 17.64%
- 2 Risks: 34.76%
- 3 or more: 44.86%

Substance-use history
- 0 Risk: 0.58%
- 1 Risk: 8.77%
- 2 Risks: 26.90%
- 3 or more: 63.74%
Workshop #1: Data Discovery

Purpose: Identify potential data for an IDS capable of monitoring substance use and its impacts on individuals and families & develop criteria for screening data for future use.

Workshop #2: Design Thinking

Purpose: Develop, evaluate, and communicate strategies for developing solutions for individuals and families with substantiated cases of substance use.
Workshop #1: Data Discovery

How can the Iowa Department of Public Health better monitor drug use and its impacts on individuals and families throughout our state?
Who attended?

- Epidemiologists
- Program managers & data staff
  - Substance abuse
  - Gambling
  - Violence prevention
  - Suicide prevention
  - Maternal and child health
- Academic researchers & students
Data Discovery: Process and definitions

- **Data Discovery** is the open-ended and *continuous process* by which potential datasets are identified.

- **Data Inventory** refers to the broadest, most far-reaching ‘wish list’ of information pertaining to your ‘big’ question.

- **Data Screening** is an evaluative process by which eligible datasets are sifted from the larger pool of candidate datasets.

Adopted from materials provided by Dr. Sallie Keller, The Social Decision Analytics Division, Biocomplexity Institute, University of Virginia
How would you use a substance use monitoring system to support programming or policy efforts?

- Create performance measures
- Create accurate and data-informed framing of issues
- Make it accessible to others to address related issues
- Develop community partnerships
What other information domains should we consider to help us monitor ‘hot spots’ of substance use and its effects?

- Substance Use & Mortality
- Economic Vulnerability
- Mental and Physical Health
- Social Isolation
What informational domains at play? What are your levels of analysis?

- **Domain: Substance Use and Health**
  - Use of opioids, methamphetamines, marijuana, alcohol, cigarettes/e-cigarettes
  - Drug related mortality
  - Drug related crime
  - Drug distribution

- **Domain: Trauma and Coping**
  - Mental health
  - Physical health
  - Risk taking
  - Deaths of despair

- **Domain: Family & Individual Characteristics**
  - Family characteristics
  - Child/teenager characteristics
  - Church & religious involvement
  - Immigration status
  - Language

- **Domain: Economic Vulnerability**
  - Family characteristics
  - Child/teenager characteristics
  - Access to childcare
  - Occupation
  - Income
  - Housing
  - Employment
  - Community resources
  - Economic system
  - General economic wellbeing

- **Domain: Social Isolation**
  - Community characteristics
  - Church & religious involvement
  - Individual & community social capital
  - Community & political engagement

- **Domain: Adverse Childhood Experiences (ACES)**
  - Incarceration, probation, juvenile detention
  - Mortality
  - Crime

- **Domain: Structural biases (racism, sexism, ageism, etc.)**
  - Food security
  - Black
  - Latinx
  - Accessibility

- **Domain: Data Inventory: Consider all relevant domains**
  - Stress and allostatic load
  - Insurance coverage

Adopted from materials provided by Dr. Sallie Keller, The Social Decision Analytics Division, Biocomplexity Institute, University of Virginia
What data sets do you know of that would help us monitor substance use and its effects on individuals and families?
What information about the data will help you determine their fit?

- How fine grained a geography is needed?
- How difficult are the data to access? Are legal agreements required? Is there a fee for use?
- How frequently are the data collected?
- What is the data quality? Are there gaps or other concerns?
Outcomes

- Analysis of utility and feasibility of available data
- Considerations for program staff on data quality
- New analysis ideas for epidemiologists
- New questions for research
Workshop #2: Design Thinking

How might we develop policies and programs to better support individuals and families with substantiated cases of substance use?
Who will attend?

- Agency executive leadership
  - Public Health
  - Education
  - Human Rights
  - Human Services
- Program leaders
- Legislative liaison
- Academic researchers & students
Design Thinking: Process

Design Thinking is a creative problem solving process represented by the Double Diamonds at left. People are led through activities where issues are explored widely and deeply (divergent thinking) and then are asked to take focused action (convergent thinking). This happens in four basic steps:

*Step one:* Empathize & frame problems
*Step two:* Brainstorm ideas
*Step three:* Develop & evaluate strategies
*Step four:* Communicate policies & programs
Anticipated Outcomes

• New ideas generated for leadership within and across the state agencies on how to better support the ‘whole person’ and ‘whole family’ related to substance use
• Considerations for program staff on how to better work with substance using clients
• Reduce the time lag between research findings and action
Thank You

ECI Integrated Data System Taskforce:
Shanell Wagler & Amanda Winslow (Iowa Department of Management; DOM); Betsy Richay (Iowa Department of Public Health; IDPH); Kelly Davydov (Iowa Department of Human Rights; DHR); Tom Rendon (Iowa Department of Education; DE); Tammi Christ & Ryan Page (Iowa Department of Human Services; DHS); Marion Kresse (BooST); Cassandra Dorius & Heather Rouse (Iowa State University; ISU).

Ethnography, IDS, and Data Analysis Partners - Iowa State University:
Cassandra Dorius, Heather Rouse, Shawn Dorius (faculty leads); Rachael Voas (program manager); Elizabeth Talbert (Research Associate); Melissa Denlinger, Taylor Voorhees, Kelsey Van Selous, Quentin Riser, Maya Bartel, Seulki Ku, Jessica Bruning (graduate and post-doctoral research assistants); Darien Bahe, Dan Burdick, Grant Manful, Kate McInroy (undergraduate research assistants).

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Wrapping up

Thank you for being here today!

If you have any questions about the workshops or project results, please email:

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Common Themes

- Listening for shared priorities
- Standardizing process to make collaboration easier and more routine
- Communication! Learning exchanges or sessions to digest findings together
- Getting creative about funding for these partnerships
Questions?
THANK YOU

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