Identifying Health Needs at the Community Level: Data-Driven Decision-Making Using the Community Data Project

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The Epi Work group is Arizona’s State Epidemiological Outcomes Workgroup

The group was formed in 2004 as a requirement of the Strategic Prevention Framework State Incentive Grant (SPF SIG)

The mission of the Epi Work Group has been to provide treatment and prevention providers, communities, policymakers and local, state and tribal officials with data on alcohol and illicit, over-the-counter, and prescription drug use, its consequences and the context in which it occurs (e.g. what factors increase or decrease the risk of substance abuse).
In response to the need for available and accessible data, the Arizona Criminal Justice Commission created the Community Data Project. 

. . . was developed to enhance data-for-decision-making, programmatic monitoring, and reporting consistency. And to do so by creating a central repository for Arizona’s substance abuse and crime data.
Community Data Project

A user-friendly website, where individuals can access data that are displayed at multiple levels, across demographics, and over time.

- **Geographic levels** include state, county, city, and defined community coalitions (pending data availability and appropriate level of reporting).

- **Output options** include tables, graphs, and maps to cover a variety of reporting and visualization needs.
Workshop Objectives:

• Identify the various community-, county-, and state-level components and data elements of the Community Data Project.

• Use Community Data Project data to identify health and related needs of minority populations

• Apply data to organizational programming and goals
Needs & Resource Assessments

- **Community Needs Assessments:** determining what’s there now, and what could or should be there; *the gap between what is and what should be.*

  – **Quantitative Data**

  – **Qualitative Data**

- **Community Resource Assessments:** determining what you can do with what you’ve got; resources, or assets, can include individuals, organizations and institutions, buildings, landscapes, equipment - anything that can be utilized to achieve a goal.
Data and Measurement

Substance Use Data measure behaviors, identify contexts, recognize patterns & trends

- **Quantitative Data:** numerical measures that specify *what* is, *how many, how often*, etc.

- **Qualitative Data:** non-numerical descriptions (vs. measurements) of situations or occurrences; helps explain *why* things happen

- **Combining Methods:** There are *limitations* and *advantages* to both types data. **Best used together in mixed-methods approach.**
Data and Measurement, cont.

Data useful in determining: types of substances used, frequency of use, the presence of other factors related to substance abuse, and consequences of consumption.

- **Changes over time:** Changes in substance use patterns can be examined to determine the presence or absence of a problem over time.

- **Differences among groups or categories:** How does reported alcohol consumption vary across several communities or among different populations of people within a community?

- **Relationships:** Represented in data by connecting two related phenomenon.
Current Indicators and Their Utility

• **Consumption**
  - A system for assessing the current problem and/or tracking the prevalence of the problem over time.

• **Consequences**
  - A system for determining the correlative outcomes of the substance-use problem; can be used as one proxy for return on investment.

• **Context**
  - A system for identifying factors that influence (amplify or deter) decision-making about substance use.

• **Other**
  - A set of useful resources related to substance use
Going Further: Risk and Protective Factors

• **Risk Factors:** personal and environmental factors that may increase chances for engaging in or demonstrating risky behaviors (e.g. family conflict, academic struggles, rebellious attitudes, etc).

• **Protective Factors:** conditions or attributes in individuals, families, and communities that increase health and well-being of young people and families.

• **Risk and Protective Factors:** focus on what buffers the likelihood of engaging in risky behavior AND what factors put them at risk *(see CnC 2nd resource section, pp. 87-103)*
Using Models: Risk Reduction (Buffer) Approach

OPPORTUNITIES FOR PROSOCIAL BEHAVIOR

Poor Family Management

BUFFER

Alcohol Use
Using Models: Risk Factors Trajectory Approach

- Norms Favor Use
- Poor Family Management
- Early Initiation of Use

- Alcohol Use
- Regular/Harmful Alcohol Use

- Youth DUI

- Youth DUI Arrests
Think, Pair Share Activity

• Considering Risk and Protective Factors...
Website Demonstration---
Data In 11 Easy Steps

http://www.bach-harrison.com/arizonadataproject/

The CDP website can also be found on the ACJC home page, under the Statistical Analysis Center tab.
Chapter 3: Step 1

Visit: http://www.bach-harrison.com/arizonadataproject or access it through a web search for: “Community Data Project Arizona”. The Home page has these tabs to choose from (see above).
STEP 2
On the Home page, in addition to the navigation tabs (along the top) you will find helps for using the Community Data Project under the “Navigation” heading. There are links to information contained within 6 categories.
Chapter 3:
Step 2
Continued...

STEP 2
On the Home page, in addition to the navigation tabs (along the top) you will find other useful resources using the Community Data Project under the “Resources” heading. There are links to additional data materials or training request forms.
STEP 2
On the Home page, in addition to the navigation tabs (along the top) you will find other useful resources under the “Tutorials” heading. There are links to pre-recorded webinars on different ways to use the CDP.
Chapter 3: Step 3

From the indicators tab, you can search over 300 indicators in the four different ways: “View Data” “Indicator Browse” “Indicator Search” “Search by Contextual Factor”
Chapter 3: Step 4

STEP 4
Depending on your needs, you can select any combination from the boxes.

If you select the “Substance Use,” “Consumption,” and “Alcohol” Substance type, click ‘search’ within each indicator, the criteria will display at the bottom of the page.
Chapter 3: Step 5

In this example, we have selected “Age of Alcohol Initiation” (highlighted in yellow). From this we know the data is from the Arizona Youth Survey and captures the average age of first sip of alcohol as reported by 8th, 10th, and 12th graders.

Refer to Resource 2 (pages 56-59 in the curriculum manual) for ‘how to read’ this chart.
Continuing our example; from the indicator page, you will need to select the Data Level you need. You may select: State and Coalition, State and County, or several other options including specific demographic factors.
Chapter 3: Step 7

Continuing our example; upon selecting the required Data Level, you will have other options available to further narrow your search. In our example, we selected State and County data, which prompts us to choose from among Arizona’s counties.
After making all the selections you want you have the option of pressing the “Draw Chart” button to view the data in a graph format. When available your data may also be found in table and/or map formats.
We can also view our selected data by checking the “Show Chart Table” box, then pressing the “Draw Chart” button.

Note: Data are offered in every format available; however, **what is available may vary by the Indicator and Data Level you select**. Some combinations may not be available; so combining your choices may help target the data of interest.
To begin using the data in reports and presentations, start at the horizontal toolbar. From here you can;
Save the chart to your computer, Print the table, Change the color scheme to match your report or presentation style, change the way data are displayed, download to an Excel spreadsheet

Note: To learn the function of each option on the toolbar, hover cursor over icon for description.
Chapter 3: Step 10

If you did not find what you need, you can repeat these steps to search for new indicators. You can also compare your chosen indicator by selecting different data levels (e.g., get data at the coalition level instead of county level or examine data by gender, grade, race or ethnicity).

Step 11  Following the same simple steps keep practicing as you locate all the data you need to be well informed about substance abuse and related issues in your community.
## Statistical Analysis Center (SAC)

**Instructions:**
Please complete all sections of the Data Request Form. Upon completion, submit your request via email to: Shana Malone, Senior Research Analyst at smalone@azcjc.gov A SAC staff member will contact you by phone or email to verify data availability and timelines for completion. Please note that multiple years, geographic levels, demographics, and special formats may have longer turn-around times.

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| **Date Request is Needed**  
(There is a minimum 1 week processing time) |
|                    |
| **Reason for Request**  
(Please describe how you will use this data) |
|                    |
| **Description of the Data Needed**  
(Please list specific variables of interest, e.g., Youth 30 Day Alcohol Consumption, Burglary Arrest Rates, Substance-Related Deaths) |
|                    |
Grant Writing/Reports

• **Credibility** – *illustrates* need, *identifies* groups in particular need, *demonstrates* that you have done your homework, and that you *have a source for tracking* your progress over time if funded.

• **Illustration and description** – *can increase your odds of funding*
  
  — Tables and figures can be exported right out of the website and into your documents, and more enhanced representations are easily achievable.

  — **We’re here to help** – *Use the data request process.*
Substance abuse data should be used to guide where you put your resource dollars. Consider these guiding questions to help focus your planning efforts:

- **What is the problem?** Identify patterns and avoid assumptions.
- **Who** is most affected by the problem? Gender, age, race, and ethnicity all matter - one size does not fit all.
- **When did it become a problem?** Has it increased over time, where does it stand now? One piece of the puzzle is not a complete picture.
- **Where are the most affected people located?** How does that region compare to the county, state and national problem; is it problematic in the community, in the home, in the schools? Avoid the ecological fallacy!
- **Why is the problem increasing?** What environmental risk factors are present? What protective factors could help buffer the problem?
Data for Decision Making

Things to keep in mind when using the CDP website to gather data specific to your population/region of interest:

- **Let the evidence speak for itself:** clear, concise and concrete.
- **Demonstrate the Return on Investment** (ROI).
- **Rule of thumb:** **ONE-PAGER,** why it’s a problem, what you want, how it will make a difference, and the utility (e.g., cost-benefit analyses) of the proposed change (*see sample CnC page 66*).
- **Identify any existing partners** and support the creation of new partnerships.
- Buy-in is critical – “*what’s in it for them*”.
- Highlight data that **demonstrates what’s going well** first.
Using Data to Evaluate and Sustain Efforts

• **Process Evaluation**
  – Documents and analyzes the early development and implementation of a strategy or program, assessing the extent that activities were implemented as planned.

• **Outcome Evaluation**
  – Looks specifically at the resulting effect(s) a program or initiative has on a specific problem(s).
  – The CDP houses many forms of data to help with outcome evaluations as it tracks changes to indicators over the time a program or intervention takes place.
3 Suggestions for “When to Evaluate”

*Prior to planning the initiative:* gives coalition members, community leaders, and those being served an idea of how to improve their circumstances by focusing on specific needs.

*During implementation of an initiative:* It is important to make sure you are on target all the way to the end of a project, and during implementation. Identifying needs and assets during that time frame helps you use resources well, and ensures that you're addressing the right issues in the right way.

*On an ongoing basis:* During monitoring and evaluation, either ongoing or after the completion of a program, it is important to celebrate successes and to learn from setbacks to further community development.
Measuring Trends & Building Evaluation Models

Measuring Trends

• Most things are not constant; they change. True for substance abuse, crime, other community experiences.
• Over time change typically happens in a general direction.
• Noticing trends is key to sustainability (identified trends can be statistically-based predictable trends)

Caveats of measuring population level change
– people grow older and relocate, population characteristics change
– measure as close to the population you are trying to affect as possible (to avoid ecological fallacy)
Follow us on Facebook

- Search: “Substance Abuse Epidemiology Work Group (Arizona)”
- Access four CDP “How-to” tutorials
- History, Goals, Principles, Membership of the Epi Work Group
- epi@az.gov
- To request a training session please access the CDP website under the Resources Tab, complete the Training Request PDF, and submit to epi@az.gov
For additional information on:

- Questions on the CDP and Data Requests:
  - Shana Malone: smalone@azcjc.gov

- Statewide Coordination and Collaboration:
  - Jeanne Blackburn: jblackburn@az.gov

- General Information
  - Substance Abuse Epidemiology Work Group: epi@az.gov

- Questions regarding SIRC webinars or to sign-up for the Epi Group’s monthly newsletter called Epi Update!:
  - Wendy Wolfersteig: wendy.wolfersteig@asu.edu
  - Leslie Reeves: Leslie.Reeves@asu.edu

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For even more information on Substance Abuse Data Sources:

**Community Data Project (CDP)**
http://www.bach-harrison.com/arizonadataproject/Indicators.aspx

**Governor’s Office for Children, Youth and Families (GOCYF)**
http://gocyf.az.gov/SAP/BRD_ASAP_SAEWG.asp

**Southwest Interdisciplinary Research Center (SIRC)**
http://sirc.asu.edu/evaluations-contracts/data-reports

**Arizona Department of Health Services (ADHS)**
http://www.azdhs.gov/vit_dir.htm

**Arizona Arrestee Reporting Information Network (AARIN)**
http://cvpcs.asu.edu/projects/featured/arizona-arrestee-information-reporting-network

**Facebook Search:** http://www.facebook.com/pages/Substance-Abuse-Epidemiology-Work-Group-Arizona/173063266094426