Communities That Care

Community Assessment Training

Collecting Archival Data

Trainer's Guide
(90 minutes)

Module 3

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The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)

Slide 3-1

Notes

Mental Set: Height Activity

1. Ask everyone to stand up.
2. Ask the group to look around and guess how many people are over 5'6". Write their responses on the easel.
3. Explain that one way to determine height more accurately would be to measure each person, but let's assume we don't have time to do that, or we don't have the equipment necessary.
3. Now ask if there is any existing information that would help us determine who is over 5'6". [Check drivers' licenses.]
4. Now, ask everyone to take out his or her driver's license. Ask those whose licenses say their height is over 5'6" to stay standing. Count the number of people who are still standing and compare the number to the guesses on the easel.

Debrief: *In addition to data from the* Communities That Care Youth Survey, *there are a number of "archival indicators" that can be used to assess levels of risk factors and problem behaviors. When survey data isn't available, archival data is the next best choice.*

Slide 3-2

Notes

Review the milestones covered in the Community Assessment Training. Let participants know that you will continue covering the milestone "Collect community assessment information" in this module.

Slide 3-3

Module 3 goal:

Communities That Care

To provide the knowledge and skills necessary for collecting archival data for the risk and protective factor assessment.

Community Assessment Training 3-3

Notes

Review the slide.

Slide 3-4

Notes

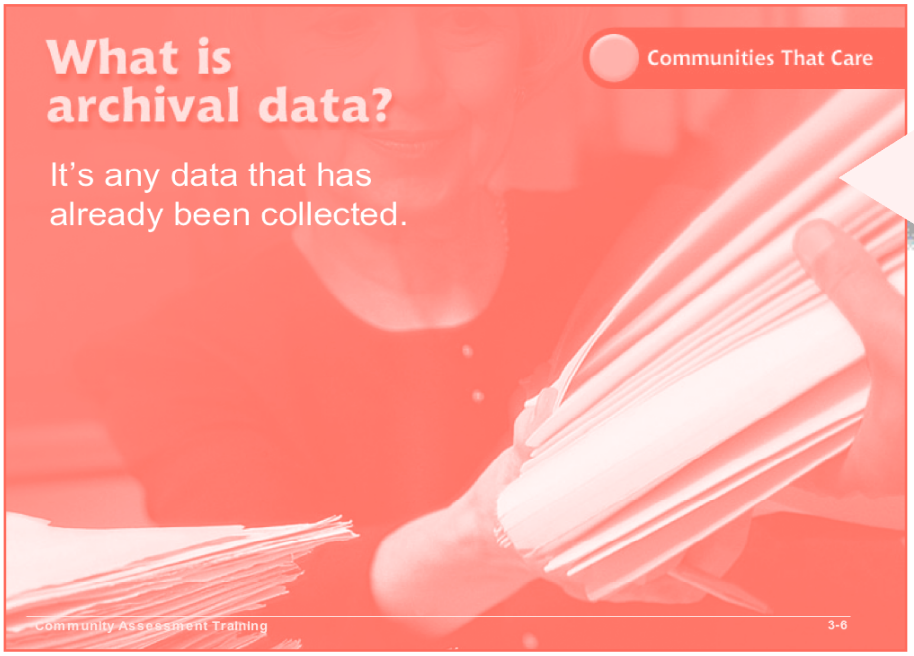
Review the slide.

Slide 3-5

Notes

Review the slide. Remind participants that:

- The *Communities That Care Youth Survey* provides a comprehensive, efficient and accurate assessment of risk factors, protective factors and problem behaviors.
- Archival data can be used to fill gaps in the *Communities That Care Youth Survey* data and to support findings in the survey. For example, the problem behaviors Teen Pregnancy and School Drop-Out, which are not measured in the survey, can be assessed using archival data. If the survey is not used, archival data collection needs to be more extensive.



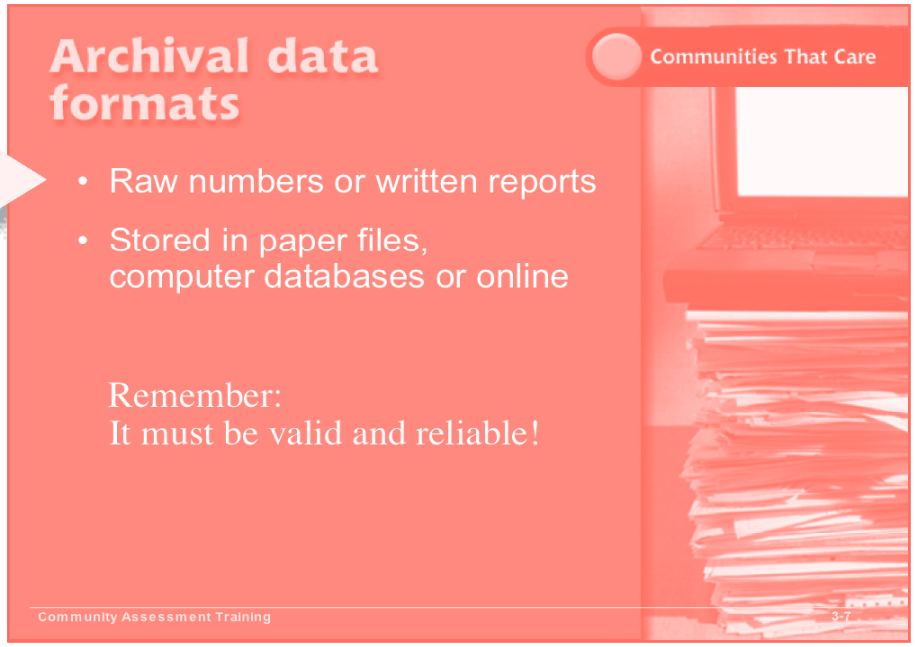
Slide 3-6

Notes

Objective 1: Define archival data and its uses.

Archival data is information that has already been collected and/or documented at the local, state or national levels. It can include records that are kept by governmental and other agencies, and records that are normally kept as part of the operation of an institution or organization.

Slide 3-7



Notes

Objective 1: Define archival data and its uses.

- *You might find archival data in the form of "raw" numbers, which you'll need to analyze yourselves, or in a report format, where the numbers have been analyzed and interpreted.*
- *You might find the data you need in a printed report, in a computer database or on the Internet.*

Regardless of the medium it comes in, you need to use indicators that have been found to validly measure a given risk factor or problem behavior. We'll discuss valid archival data indicators shortly.

Slide 3-8

Planning for archival data collection

Communities That Care

1. Identify risk factors and problem behaviors you need data for.
2. Identify indicators to be collected.
3. Identify sources for each indicator.
4. Assign each source to a team member.
5. Assign a data collection manager.

Community Assessment Training 3-8

Notes

Objective 2: Identify what archival data should be collected.

Mental Set

1. Ask the group: "If I wanted to know the Dow Jones Industrial Average for today, what are some ways I could find out?"
2. Let the group respond. Possible answers include radio, Web site (ask them which Web site), cell phone, phone on an airplane, call their broker.
3. Ask them which is the most efficient and reliable way to find out.

Debrief: *There are lots of ways to go about collecting data. We want to find the most efficient and reliable methods.*

These are the steps to planning for efficient archival data collection.

Review the slide.

Slide 3-9

Validated indicators

Communities That Care

Indicator—data collected to measure a risk factor, protective factor or problem behavior.

Validated archival indicators:

- 9 risk factors
- 5 problem behaviors
- 0 protective factors

Community Assessment Training 3-9

Notes

Objective 2: Identify what archival data should be collected.

Just as the Communities That Care Youth Survey *might use several questions, or indicators, to measure one risk factor, several different archival indicators might measure a particular risk factor or problem behavior.*

Through research conducted at the Social Development Research Group at the University of Washington, Dr. Hawkins and Dr. Catalano have identified and validated a number of archival indicators for nine risk factors and all five problem behaviors. The chart on the next page of your guide shows which risk factors and problem behaviors can be validly measured using archival indicators, and which are measured in the Communities That Care Youth Survey. *Note that there are no validated archival indicators to measure protective factors—these can only be measured through the* Communities That Care Youth Survey.

Additional background: The validation process was completed using data collected in the Six-State Study, and involved two key elements:

- comparing the archival results with the student survey results to see if the archival indicator predicts the problem behavior reported by students in that community
- analyzing the archival indicator over a five-year period to ensure the indicator is reliable and consistently reported over time.

Risk Factor, Protective Factor and Problem Behavior Indicators

	CTCYS	Archival
Risk Factors		
Availability of Drugs	X	X
Availability of Firearms	X	
Community Laws and Norms Favorable toward Drug Use, Firearms and Crime	X	
Media Portrayals of Violence		
Transitions and Mobility	X	X
Low Neighborhood Attachment and Community Disorganization	X	X
Extreme Economic Deprivation		X
Family History of the Problem Behavior	X	X
Family Management Problems	X	X
Family Conflict		X
Favorable Parental Attitudes and Involvement in the Problem Behavior	X	
Academic Failure Beginning in Late Elementary School	X	
Lack of Commitment to School	X	X
Early and Persistent Antisocial Behavior		
Rebelliousness	X	
Friends Who Engage in the Problem Behavior	X	
Gang Involvement	X	
Favorable Attitudes toward the Problem Behavior	X	
Early Initiation of the Problem Behavior	X	X
Constitutional Factors	X	
Protective Factors		
Family Attachment	X	
Family Opportunities for Prosocial Involvement	X	
Family Rewards for Prosocial Involvement	X	
Community Opportunities for Prosocial Involvement	X	
Community Rewards for Prosocial Involvement	X	
School Opportunities for Prosocial Involvement	X	
School Rewards for Prosocial Involvement	X	
Religiosity	X	
Social Skills	X	
Belief in the Moral Order	X	
Youth Problem Behaviors		
Substance Abuse	X	X
Delinquency	X	X
Teen Pregnancy		X
School Drop-out		X
Violence	X	X

Slide 3-10

Notes

Objective 2: Identify what archival data should be collected.

If your community is using archival data to supplement the Communities That Care Youth Survey, *you should plan to collect data on:*

- *two risk factors: Extreme Economic Deprivation and Family Conflict*
- *all five problem behaviors.*

Slide 3-11

Without Communities That Care® Youth Survey

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Collect data for nine risk factors:

- Availability of Drugs
- Low Neighborhood Attachment and Community Disorganization
- Transitions and Mobility
- Extreme Economic Deprivation
- Family History of the Problem Behavior
- Family Management Problems
- Family Conflict
- Lack of Commitment to School
- Early Initiation of the Problem Behavior

And all five problem behaviors.

Community Assessment Training 3-11

Notes

Objective 2: Identify what archival data should be collected.

If your community is not using the Communities That Care Youth Survey, *you'll need to collect data for these nine risk factors, as well as all five problem behaviors.*

Review the slide.

Slide 3-12

Notes

Objective 3: Identify archival indicators and potential sources.

To get the most complete picture of your community, you'll need to collect both local and national data.

- *Local archival data can come from a wide variety of sources. Police records, school records, census data, health departments, and state and local social service agencies are some of the sources of archival data used in the* Communities That Care *process. There is also an increasing amount of information available on the Internet.*
- *Data about your community will have more meaning if you can compare it with national data. That's why it's important to collect national comparison data for each indicator as well.*

The archival data source worksheets, starting on the next page of your guide, provide some possible sources of local data, as well as a source for national comparison data, for each validated archival indicator.

Activity: Archival Data Source Worksheet

Time: 15 minutes

1. Review the archival data source worksheet.
2. Work with participants to select the indicators for which they plan to collect data, depending on whether they are using the *Communities That Care Youth Survey.*
3. The suggestions for local data sources are good places to start, but participants may know more about where data is housed in their community. Have them consider the best places to get local data in their community, and write these down in the space provided.

Archival Data Indicators and Sources (Risk Factors)

Indicator	Possible Local Source(s)*	National Source(s)**
Availability of Drugs		
Alcohol sales outlets	Liquor control board State tax collector Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Tobacco sales outlets	State alcohol and tobacco control board State or local tax collector Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Transitions and Mobility		
Net migration rate	*State and Metropolitan Area Data Book* USA Counties™ Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
New home construction	Local homebuilders' association Chamber of Commerce City or county planner's office Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Rental residential properties	Real estate offices or board Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)

*Pages 3—23 and 3—24 list some key online sources of state- and county-level data for many indicators.

**Some national sources, such as data from the U.S. Census, may also have state or local data available.

Archival Data Indicators and Sources (Risk Factors)

Indicator	Possible Local Source(s)	National Source(s)
Low Neighborhood Attachment and Community Disorganization		
Population voting in presidential elections	County elections office Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Population voting in congressional elections	County elections office Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Prisoners in state and federal correctional facilities	State criminal justice agencies *State and Metropolitan Area Data Book* Other:	*Sourcebook of Criminal Justice Statistics*
Extreme Economic Deprivation		
Temporary Assistance to Needy Families (TANF)	State or local welfare agencies Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Unemployment	*State and Metropolitan Area Data Book* Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Free and reduced lunch programs	*State and Metropolitan Area Data Book* Local school districts Other:	U.S. Department of Agriculture
Food stamp recipients	*State and Metropolitan Area Data Book* State welfare agencies Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Adults without high school diplomas	*State and Metropolitan Area Data Book* Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Single-parent family households	USA Counties™ Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)

Archival Data Indicators and Sources (Risk Factors)

Indicator	Possible Local Source(s)	National Source(s)
Family History of the Problem Behavior		
Adults in alcohol or other treatment programs	State alcohol and other drug treatment agencies Local treatment providers Other:	Substance Abuse & Mental Health Services Administration (SAMHSA)
Family Management Problems		
Children living outside the family	State or local social services agencies Other:	U.S. Census Bureau (Families and Living Arrangements)
Children living in foster care	State or local social services agencies Other:	U.S. Department of Health and Human Services (Children's Bureau)
Family Conflict		
Divorce	USA Counties™ Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Domestic violence arrests	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Favorable Parental Attitudes and Involvement in the Problem Behavior		
Babies born affected by alcohol or other drugs	State or county health departments Other:	National Center for Health Statistics (Centers for Disease Control)

Archival Data Indicators and Sources (Risk Factors)

Indicator	Possible Local Source(s)	National Source(s)
Lack of Commitment to School		
Event drop-outs (Students who dropped out in a single year)	School districts State educational agencies Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Status drop-outs (People ages 16-24 who have not completed high school and are not enrolled)	School district Other:	*Statistical Abstract of the United States* (U.S. Census Bureau)
Early Initiation of the Problem Behavior		
Drop-outs prior to ninth grade	Local school district Other:	*Digest of Educational Statistics* (National Center for Educational Statistics)
Alcohol or other drug arrests, ages 10-14	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Vandalism arrests, ages 10-14	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Personal and property crime arrests, ages 10-14	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*

Archival Data Indicators and Sources (Risk Factors)

Indicator	Possible Local Source(s)	National Source(s)
Substance Use		
Alcohol-related traffic fatalities	State or local law enforcement agencies *State and Metropolitan Area Data Book* Other:	*Sourcebook of Criminal Justice Statistics*
Arrests for driving under the influence	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Juvenile alcohol-related arrests	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Adult alcohol-related arrests	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Adult drug-related arrests	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Substance use during pregnancy	County health dept. Other:	National Center for Health Statistics (Centers for Disease Control)
Juvenile drug-related arrests	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*

Archival Data Indicators and Sources (Problem Behaviors)

Indicator	Possible Local Source(s)	National Source(s)
Violence		
Juvenile arrests for violent crimes	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Adult arrests for violent crimes	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Homicides	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Teen Pregnancy		
Birthrate among juveniles	County and state health depts. Other:	National Center for Health Statistics (Centers for Disease Control)
Adolescent pregnancies (ages 10 to 17)	County and state health depts. Other:	*Statistical Abstract of the United States* (U.S. Census Bureau) National Center for Health Statistics (Centers for Disease Control)
School Drop-Out		
Event drop-outs Status drop-outs	(See sources under "lack of commitment to school")	
Delinquency		
Juvenile arrests for curfew violation, vandalism and disorderly conduct	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Juvenile arrests for property crimes	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*
Adult arrests for property crimes	State or local law enforcement agencies Other:	*Sourcebook of Criminal Justice Statistics*

Key online sources for national data*

Digest of Educational Statistics

National Center for Educational Statistics
http://nces.ed.gov/edstats/

Chapter 2: Elementary and Secondary Education

- Status drop-outs
- Drop-outs prior to 9th grade

Notes: To access, click on the link for the current year's digest. To access links to all tables, open any chapter and click on "Tables" on the navigation bar at the bottom. Table numbers vary year to year.

National Center for Health Statistics

Centers for Disease Control
www.cdc.gov/nchs/
Click on "Births: Final Data" for current year

- Babies affected by alcohol and tobacco use during pregnancy** (Maternal lifestyle/Infant health characteristics)
- Substance use during pregnancy** (Maternal lifestyle)
- Birthrate among juveniles (Demographics)
- Adolescent pregnancies (Demographics)

**Includes data on tobacco use during pregnancy, low birth weight among smokers, and the occurrence of fetal alcohol syndrome.

Sourcebook of Criminal Justice Statistics

www.albany.edu/sourcebook/
Section 3: Nature and distribution of known offenses

- Alcohol-related traffic fatalities
- Domestic violence arrests ("Intimate Partner Violence")

Section 4: Characteristics and distribution of persons arrested

- Alcohol and other drug arrests, by age
- Vandalism arrests, by age
- Personal & property crime arrests, by age
- Arrests for driving under the influence (DUI)
- Arrests for violent crimes, by age
- Homicides
- Juvenile arrests for curfew violations

Section 6: Persons under Correctional Supervision

- Prisoners in correctional facilities

Statistical Abstract of the United States

U.S. Census Bureau
www.census.gov/statab/www

Section 1 (Population)

- Net migration rate
- Single-parent families

Section 2 (Vital Statistics)

- Adolescent pregnancies
- Divorce

Section 4 (Education)

- Adults without high school diploma
- Event drop-outs
- Status drop-outs

Section 5 (Law Enforcement, Courts and Prisons)

- Prisoners in correctional facilities

Section 7 (Elections)

- Voting in elections

Section 11 (Social Insurance and Human Services)

- Temporary Assistance to Needy Families (TANF)
- Food stamp recipients

Section 13 (Labor Force, Employment and Earnings)

- Unemployment

Section 20 (Construction and Housing)

- Rental residential properties
- New home construction

Section 22 (Domestic Trade and Services)

- Alcohol sales outlets
- Tobacco sales outlets

*Many of these sources also provide state-level data for the indicators listed.

Key online sources for national data

Substance Abuse and Mental Health Services Administration

www.samhsa.gov/oas/dasis.htm

Treatment Episode Data Set (TEDS):

- Adults in treatment programs

U.S. Census Bureau
Families and Living Arrangements
www.census.gov/population/www/socdemo/hh-fam.html

- Children living outside the family

U.S. Department of Agriculture

Food and Nutrition Service
www.fns.usda.gov/pd/cnpmain.htm

- Free and Reduced School Lunch Program

U.S. Department of Health and Human Services

Children's Bureau Adoption and
Foster Care Analysis and Reporting System
www.acf.dhhs.gov/programs/cb/dis/afcars/

Child Welfare Statistics:

- Children living in foster care

Key online sources for state and county-level data

Guide to Statistical Abstracts

U.S. Census Bureau
www.census.gov/statab/www/stateabs.html

Provides links to state data sources.

Kids Count™

A project of the Annie E. Casey Foundation
www.aecf.org/kidscount

Contains national and state-level data on a range of indicators related to the status of children.

State and Metropolitan Area Data Book

U.S. Census Bureau
www.census.gov/statab/www/smadb.html

Includes data on a range of social and economic indicators by state and select metropolitan areas.

USA Counties™

U.S. Census Bureau
http://www.census.gov/statab/www/county.html

Select the state, then the county and table from the pull-down menus.

Slide 3-13

Notes

Objective 4: Assign responsibilities for data collection.

Several archival data indicators may be available from the same source. Not only is it inefficient to have several people contact the same source for different pieces of information, you also risk irritating the contact person at the agency/organization who is responsible for getting you the data. That's why it's important to group indicators by source, and to assign one person who can contact each source and request all the data you need at one time. This step helps save time and energy.

The Data Collection Source Worksheet on the next page has been developed to help group similar data sources and assign each data group to an individual who will be responsible for collecting all of the data from that source. For example, you would assign one person to collect all of the data you need from the police department.

To complete this form, you'll return to the Archival Data Source List and locate all the indicators for which you need data that are housed by the police department, and write them down. By doing this, the person assigned to collect data from the police department will have one central list of all the data he or she needs from that source.

You should fill out a Data Collection Source Worksheet for each local source from which you need data. Make sure that you have sources for all of the risk factors and problem behaviors you need data on, and that each source is assigned to someone.

Optional Activity:

If the group is ready and time permits, have them determine source assignments and fill in the worksheet on the next page.

Activity

Data Collection Source Worksheet

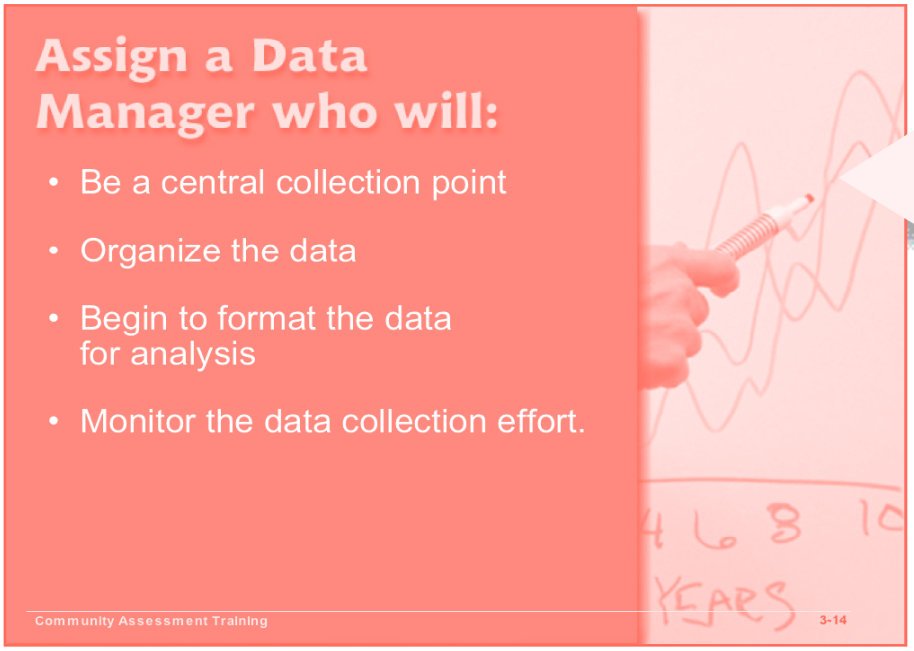
Directions

Use this sheet to list and keep track of all the indicators you need from a particular source.

Source: _____ **Collected by:** _____

Contact Information:

Risk Factor/ Problem Behavior	Indicator(s)	Notes/Comments



Slide 3-14

Notes

Objective 4: Assign responsibilities for data collection.

You should assign a Data Manager who will maintain and organize all of the archival data. The Data Manager's roles and responsibilities can include:

- *Being the central collection point for all collected data.*
- *Organizing and storing all data as determined by the team—for example, making sure national data is filed with archival data for the same indicator. If possible, you should consider storing the data electronically. For example, if you can enter and store the data in a spreadsheet program, you'll be able to manipulate it and create graphs and other visuals more easily.*
- *Leading the effort to prepare the archival data for analysis, by creating graphs, charts and other tools for analyzing data.*
- *Monitoring the data collection effort and ensuring that all data is collected on schedule.*

If the group is ready, have them select a Data Manager and determine that person's responsibilities.

Slide 3-15

Requesting access to data

Communities That Care

- Use Board member and Key Leader contacts.
- Find out who can give you access.
- Explain the project.
- Address concerns.
- Offer to share the findings.

Community Assessment Training 3-15

Notes

Objective 4: Assign responsibilities for data collection.

Much of the data you collect will be available through databases or on the Internet. But some of the local archival data will be housed by agencies or organizations within your community, and you will need to request access to that information.

Here are some tips to help you get access to the data you need:

1. *Find out if anyone on your Community Board has a relationship with the organization housing the data. Ask that person to make the initial contact.*
2. *Try to identify who has the power to give you the information and contact that person directly. If you don't know, start with the organization's director or top administrator.*
3. *Organizations may be wary about giving out information without knowing how it will be used. Explain that the information will help your community develop a plan to prevent problem behaviors among youth.*
4. *Be clear that the data will not be used to assess the organization or to label youth. Respect any parameters they place on how the data can be used.*

Notes

Make it clear that your Community Board exists to work collaboratively with individuals and organizations who care about the future of your community's youth.

On the next page, you'll find more detailed guidelines for contacting potential data sources.

If time allows, consider using the "script" on the next page to have participants role-play requesting access to data.

Activity

Contacting Archival Data Source Holders

Directions

You may need to request access to data housed by an agency or organization. Below is a guide for initiating contact with someone at that agency or organization.

I. Introduce yourself.

- Provide your name.
- Identify whom you work for.
- Explain that you are involved in the *Communities That Care* project and are part of the data collection team.

II. Explain the project.

- Briefly explain the *Communities That Care* prevention-planning system:

  The Communities That Care *system is a way for our community to promote the healthy development of children and youth and prevent problem behaviors, including substance abuse, delinquency, teen pregnancy, dropping out of school and violence. Our Community Board was established in [month/year] and includes representatives from [law enforcement, schools, social services, faith community, parents, youth, the business community, local government, other].*

  Note: If a representative from the agency or organization is involved in the *Communities That Care* process, let the person know. (For example, "The Superintendent of Schools, Dr. Smith, is a part of our Communities That Care project.")

- Briefly explain the purpose of the *Communities That Care* system:

  The purpose of the Communities That Care *system is to mobilize all of the stakeholders in our community to identify the risk factors that are highest for our young people. We then select priorities that we can address by enhancing our current resources and filling gaps with research-tested programs and strategies.*

- Explain the purpose of the Risk- and Protective-Factor Assessment work group:

  The Risk- and Protective-Factor Assessment work group is charged with collecting data on each of the risk factors, and identifying which risk factors are highest, so that we can recommend how we should focus our prevention efforts in the community.

III. Explain specifically what you need.

- Explain what data you are assigned to collect.
- Confirm that the agency/organization houses the data.

  If yes, continue.

  If no, see if the person can direct you to the right source.

IV. Explain confidentiality.

- Clarify your purpose and how the data will be used.
- Explain that this is a public health project and that you do not want the names or identities of any individuals. The risk factor assessment is measuring the *community* levels of risk factors and will not compromise the confidentiality of any individual.

V. Ask for any background information about the data.

VI. Conclude.

- Confirm how the copies of the data will be sent.
- Invite the person to attend the next meeting.
- Thank the person for his or her support.
- Upon receiving the archival data, send a thank-you letter.

Slide 3-16

Tips for collecting archival data

Communities That Care

- Collect meaningful units of measure.
- Collect data for the latest 5 years.
- Collect information about the source.
- Collect other relevant information.

Community Assessment Training 3-16

Notes

Objective 4: Assign responsibilities for data collection.

Data isn't just about numbers. Collecting other information about the data and the source will help when it's time to analyze and interpret those numbers. Here are a few tips to help you get the most out of the data you collect.

1. *When collecting data, you need to know what unit of measure the data is being reported in. For example, data might be reported as a rate per 100,000 or as a percentage. Knowing the unit of measure helps you compare and analyze the data. We'll talk more about units of measure shortly.*

2. *This allows you to look for changes and trends in the data. For example, if the data shows that Extreme Economic Deprivation is on the rise in your community, you may want to prioritize that risk factor.*

3. *Numbers don't always tell the whole story. It's also important to know what methods were used to collect the data, the geographic or political area that it covers and how the indicator was defined by the data collector. This information gives you a more complete picture of what the data means, and how it fits into the big picture.*

Notes

4

You'll want to know if there have been changes in how the data is defined, collected or reported over the time period you've collected for. For example, say you're collecting data on food stamp recipients for the past five years to measure Extreme Economic Deprivation. In year three, the laws changed to make more people eligible for food stamps. What might you see in the data? [A rise in food stamp recipients.] *Does that mean that there has been a rise in poverty in your community?* [Not necessarily.] *That's why it's important to find out about any factors that might affect the numbers.*

Data Information Form

Directions

Use this form to get any relevant background information about the data you are collecting.
Complete one form for each indicator collected. Keep the completed form with each set of archival data.

1. **Collector's Name:** _____
2. **Risk Factor/Problem Behavior** (From Archival Data Indicators and Sources list): _____
3. **Source Information**

   Name of the organization: _____

   Contact's name: _____

   Contact's phone number: _____ Contact's fax number: _____

   Contact's e-mail address: _____
4. **Indicator** (From Archival Data Indicators and Sources list): _____
5. **Data Collection Method:**

   _____

   _____
6. **Definition of Indicator:**

   _____

   _____
7. **Unit of Measure** (e.g., rate, percentage, raw numbers): _____
8. **Geographical/Political Area** (e.g., City of Anytown, Police Precinct #10, Anytown School District):

   _____
9. **Demographics** (e.g., is the data broken down by gender, age, race/ethnicity?):

   _____
10. **Additional Information:**

    Years data is available: _____

    Data formats collected: _____

    ☐ raw data ☐ report ☐ other
11. **Reliability/validity issues** (changes to the measure over time, inconsistencies or inaccuracies in the way the data was collected, etc.):

    _____

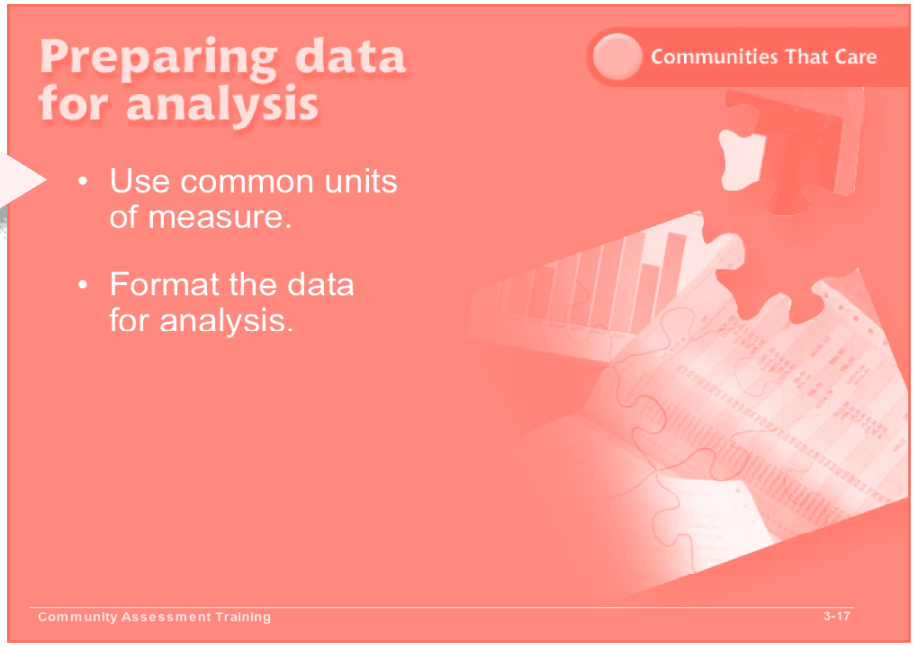
    _____

    _____

    _____

    _____

Slide 3-17



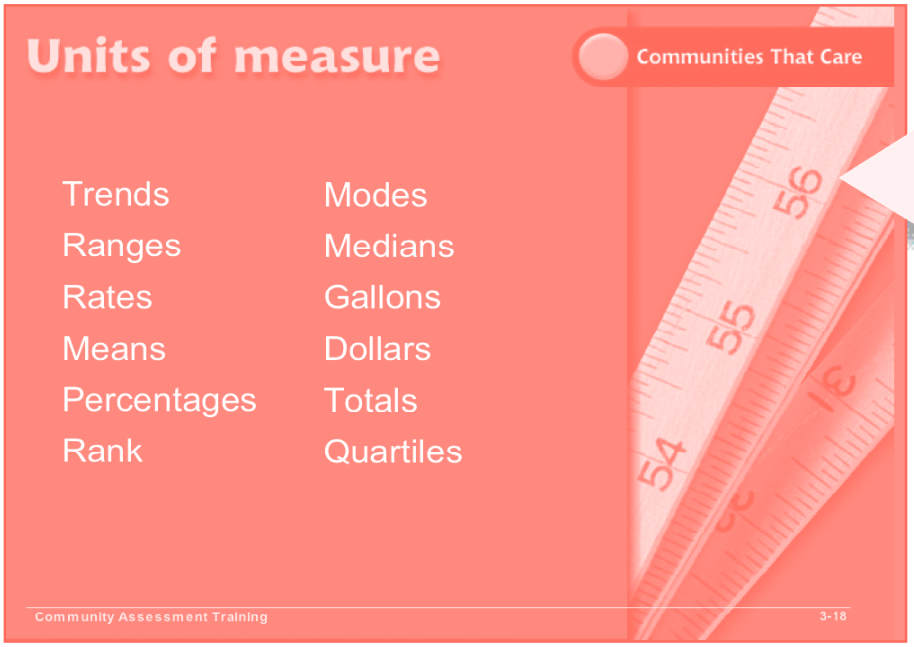
Notes

Objective 5: Learn how to prepare the data for analysis.

Note to trainer: Tailor this section to the experience level of your group. If your group consists of people who have extensive experience working with data, skip this information, but make sure that everyone understands the importance of common units.

Later in the Community Assessment Training, we'll be talking about using the Communities That Care Youth Survey *report and the archival data to identify two to five priority risk and protective factors that, if addressed, would have the greatest long-term impact on promoting positive youth development and preventing adolescent problem behaviors. In order to identify those priorities, the archival data you collect should be prepared and formatted in a useful way to help you develop a profile of your community.*

- *Converting the local and national comparison data into meaningful units of measure can give you a better sense of what the data means and allows you to compare it with national data for the same indicator.*
- *Formatting the data into tables, graphs and charts helps you make comparisons and identify trends.*



Slide 3-18

Notes

Objective 5: Learn how to prepare the data for analysis.

You have a choice between 50 dollars or 120 rubles.
Which do you take?

One of the most important things you'll need to know is the unit of measurement for the data you are collecting.

A unit of measurement explains specifically how an indicator was measured. For example, units of measure include trends, ranges, rates, means, medians, modes, cups, pints, quarts, dollars and pesos.

Units of measurement are important because they provide a common ground from which to compare and analyze data. Similar units of measurement can be compared with each other to draw conclusions from the data. But when the units of measure are different, you'll need to convert the unit of measure of one of the data sources in order to compare them. For example, to compare the value of 50 dollars to 120 rubles, you would have to convert either the dollars to rubles or the rubles to dollars. The same goes for data. If your local data is reported in raw numbers, but the national data is reported as a percentage, you will need to convert the local data into percentages to compare the two.

When collecting data, you should always try to get the raw numbers, including the total population that was measured. That way you can convert them to the same unit of measure as the comparison data. I'm going to show you how to convert raw numbers into two common units of measure: percentages and rates.

Slide 3-19

School Drop-Out
Anytown High School

Communities That Care

Year	# of drop-outs	# of students	Percentage
1998	30	614	4.9%
1999	31	615	5.0%
2000	31	600	5.2%
2001	33	612	5.4%
2002	34	615	5.5%

Community Assessment Training 3-19

Notes

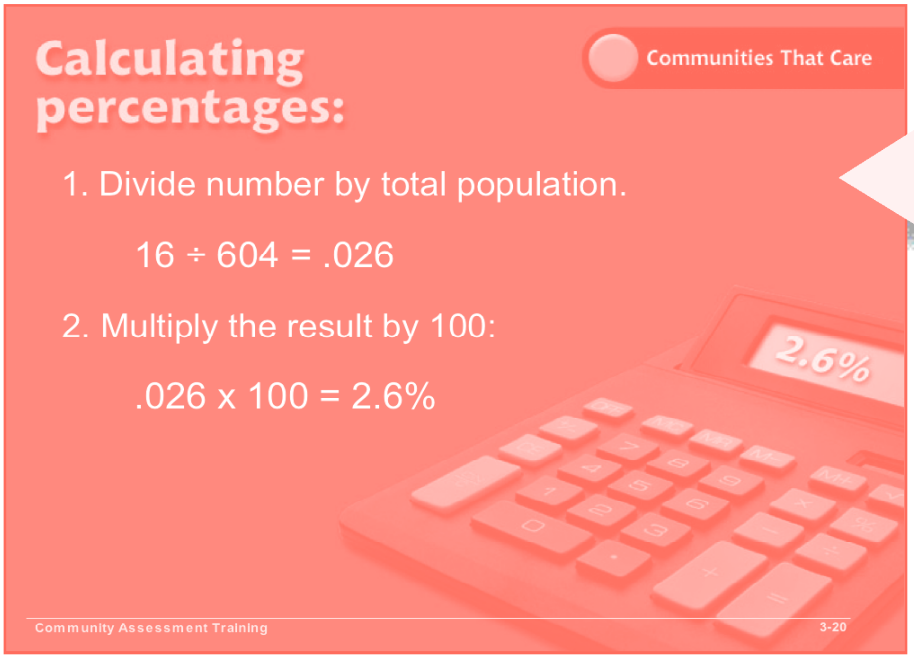
Objective 5: Learn how to prepare the data for analysis.

You'll want to convert some of the information you collect into percentages or rates. This not only allows you to make comparisons with other data, but it gives you a more meaningful way to understand and analyze the data.

For example, look at the raw data for school drop-outs at Anytown High School. Notice that we have listed the number of drop-outs for each year, and the total number of students for that year, but no percentages. Just looking at the total number of drop-outs, what might you conclude about the trend over five years? [That it was steady for three years, then rose slightly for the last two.]

Click to reveal the column showing the percentages.

By converting this data into percentages, we can see the proportion of the total number of students that are dropping out each year. Looking at the percentages, what might we conclude about the trend? [That the rate has been rising steadily since 1998.]



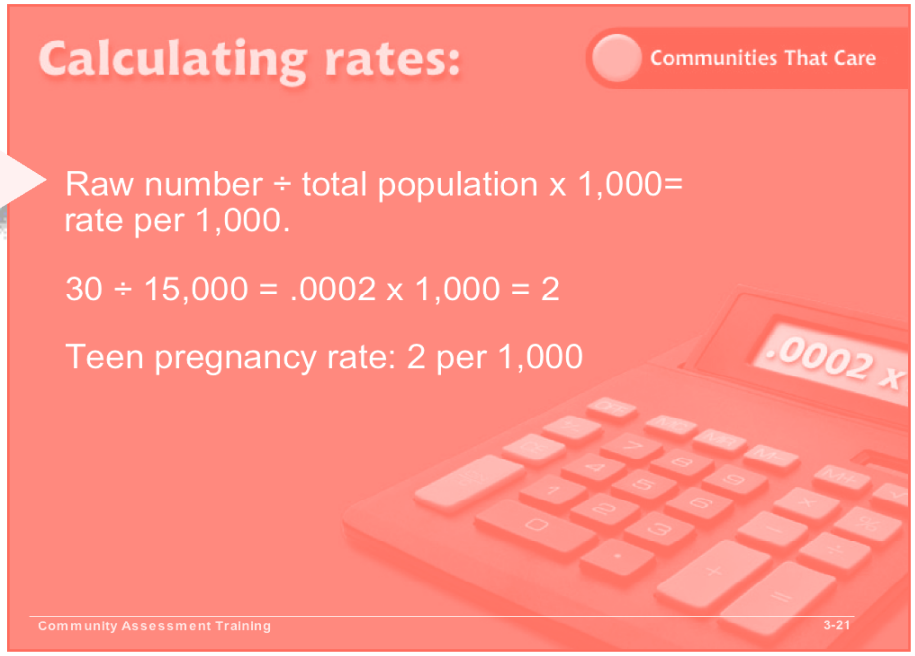
Slide 3-20

Notes

Objective 5: Learn how to prepare the data for analysis.

Review the slide.

Slide 3-21



Notes

Objective 5: Learn how to prepare the data for analysis.

Sometimes numbers for a particular event are so low that expressing them as percentages doesn't give you useful information. In these cases, data might be expressed as a rate per 1,000, 10,000 or 100,000. Rates are often used when the number is less than 5%. Commonly used rates are unemployment rates, rates of traffic fatalities, etc.

1 *Rates are calculated in basically the same way as percentages. To calculate a rate per 1,000, divide the raw number by the total population, and multiply the result by 1,000.*

2 *Let's say a community of 15,000 people had 30 teen pregnancies in a year. The national data is expressed as a rate per 1,000. So to compare to the national data, you would need to convert the raw number to a rate per 1,000. Using this formula, the result is a teenage pregnancy rate of 2 per 1,000.*

Slide 3-22

Notes

Objective 5: Learn how to prepare the data for analysis.

In this next section I'm going to show you how to prepare the data you collect for analysis. Data analysis is a systematic procedure that allows you to use the data that your community has collected about the risk factors, protective factors and problem behaviors to identify priorities for prevention planning.

Formatting the data for analysis means preparing the data to look at it in several different ways:

- *You can look at the raw numbers to get a first impression of the data, and look for any red flags or inconsistencies.*
- *Trends help you see what's happening over time.*
- *You might compare your community's data to another community or to national data, or compare among different geographical areas or populations within your community.*
- *Formatting the data can help you spot inconsistent or erratic data, which may mean collecting more information or asking someone experienced with data for help checking the validity or reliability of the data.*

Review the archival data analysis worksheet on the next page. Tell participants these are good questions to keep in mind while they are formatting and analyzing the data they collect, but that they should wait until they have all survey and archival data before identifying priorities.

Activity

Archival Data Analysis Questions

Risk Factor/Problem Behavior: Indicators collected

1. **Do you get a sense of what the data show? Do the raw numbers and rates impress you as being low? Average? High? Any red flags?**

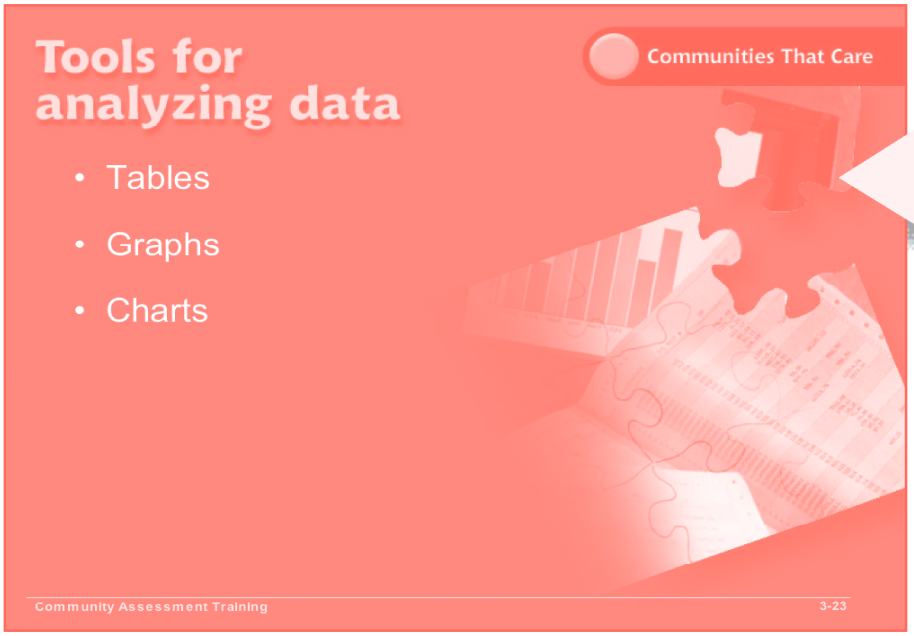
2. **What is the trend of the data? How have the data been changing over time? Increasing? Decreasing? Staying fairly level? How have trends changed in relation to population changes?**

3. **How do these data compare with data from other communities, your county, your state and/or national data? Are trends similar? How do levels, trends and rates compare among different age, race and gender groups?**

4. **Are there any questions about the data? Do you need more information?**

5. **What can be interpreted from the data? What conclusions can you draw from the data?**

6. **How does this risk factor/problem behavior compare with other risk factors/problem behaviors?**



Slide 3-23

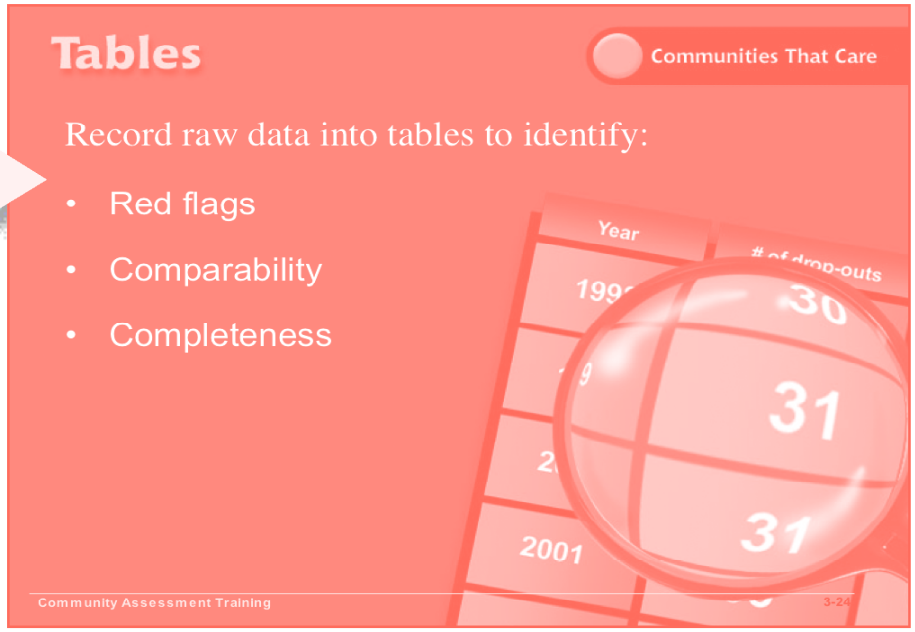
Notes

Objective 5: Learn how to prepare the data for analysis.

Formatting the raw data into tables, graphs, charts and other visuals can help give you a visual picture of the data and help you answer some of the questions.

- *Tables—can help you organize and compare raw numbers.*
- *Graphs—can help you examine trends over time and compare national and local trends.*
- *Charts—bar charts can be used to make comparisons. Pie charts are used to show the parts of a whole.*

Slide 3-24

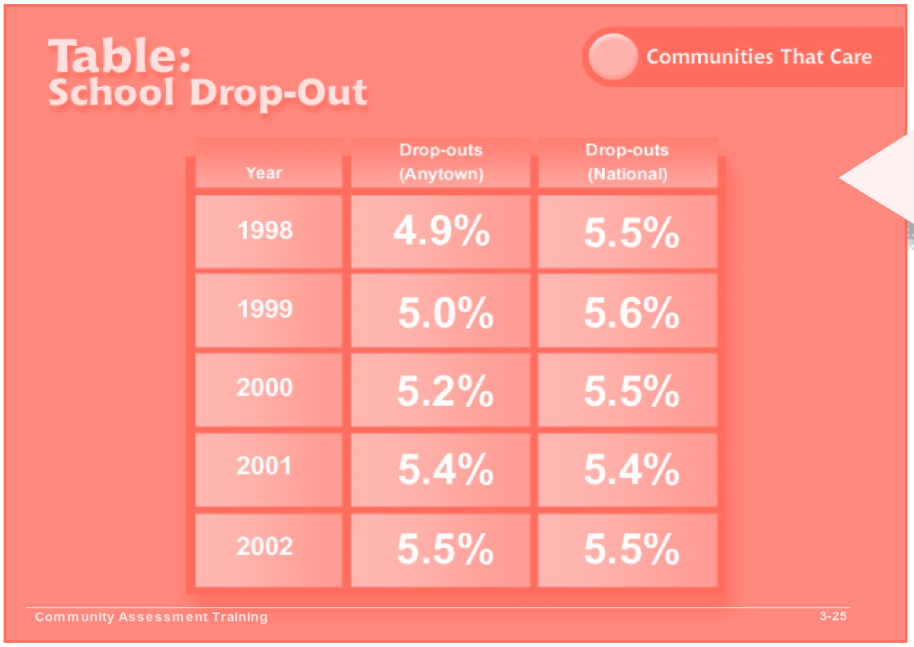


Notes

Objective 5: Learn how to prepare the data for analysis.

Tables are a useful tool for organizing your raw numbers. As you collect your data, you might want to record the numbers in table format first. This helps you identify:

- *Red flags—Look for any numbers that seem particularly high at first glance. But remember, it's also important to look at the numbers in proportion to the population and in comparison with national data.*
- *Comparability—Again, make sure that any numbers you're trying to compare use the same unit of measure.*
- *Completeness—When you display your data in a table, you can easily see anything that's missing. For example, make sure you record total populations as well as raw numbers.*



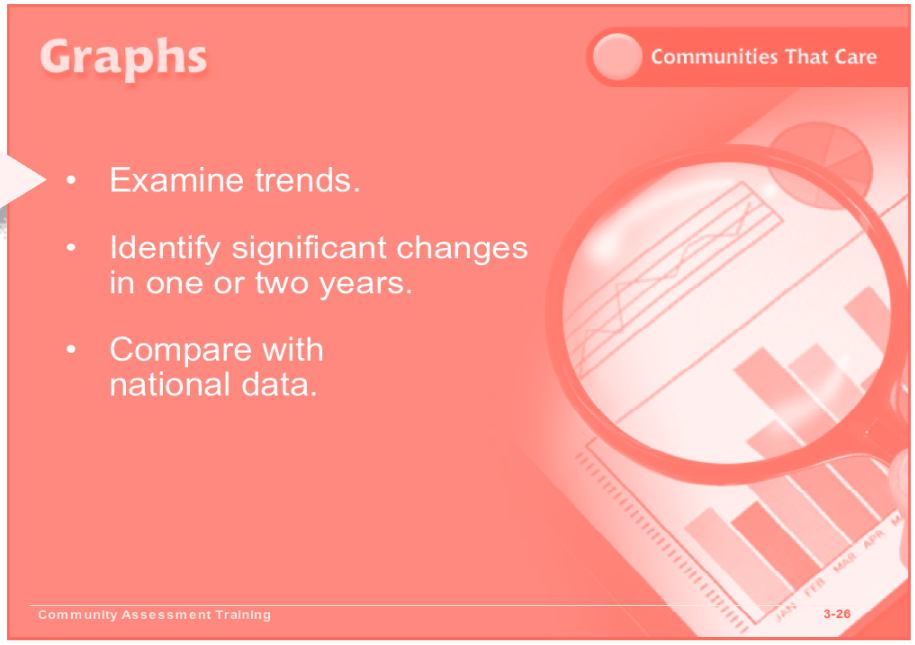
Slide 3-25

Notes

Objective 5: Learn how to prepare the data for analysis.

Continuing with the school drop-out example, here's an example of a simple table showing national and local drop-out rates, in the form of percentages, for the years 1998-2002.

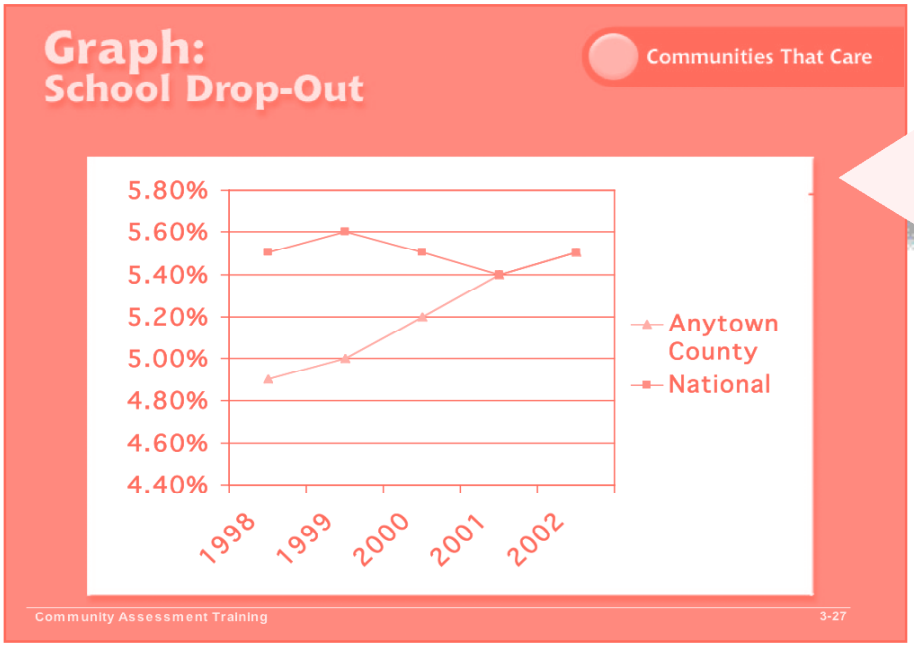
Slide 3-26



Notes

Objective 5: Learn how to prepare the data for analysis.

- Graphs are a good tool for identifying trends over time.
- Plotting data on a line graph can help you identify significant changes in one or two years that need to be investigated further—for example, if the school drop-out rate sharply increased from one year to the next, you might want to get more information to find out what factors might have contributed to such a dramatic change.
- You can also use line graphs to compare trends in your community with national data.



Slide 3-27

Notes

Objective 5: Learn how to prepare the data for analysis.

This line graph shows the same data as the table we just looked at. Is there anything striking about Anytown's school drop-out rate compared with the national data? [The Anytown rate has been rising steadily while the national rate remained fairly steady.] *So that might prompt you to look further into the risk factors for school drop-out to find out what might be contributing to the increase.*

Slide 3-28

Use charts to compare:

Communities That Care

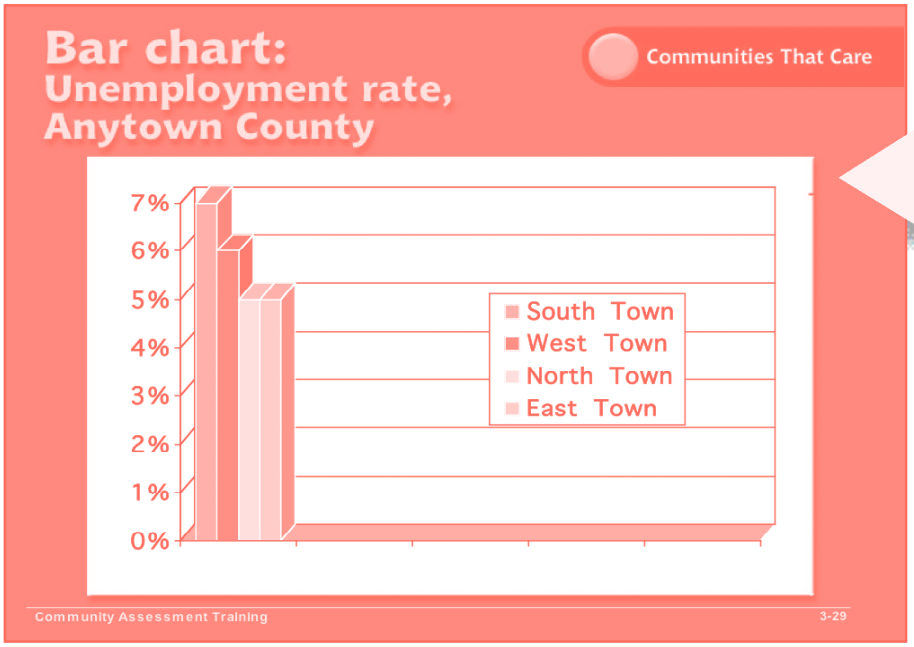
- Age groups
- Areas
- Populations
- Trends

Community Assessment Training 3-28

Notes

Objective 5: Learn how to prepare the data for analysis.

Bar charts are a good way to make comparisons between age groups, geographic areas within your community or populations. You can also track and compare trends on a bar chart.



Slide 3-29

Notes

Objective 5: Learn how to prepare the data for analysis.

This chart shows the unemployment rate in Anytown County, broken down by town. What does the chart tell you? [South Town has a much higher unemployment rate than the other towns in the county.] *Formatting the data this way can help you identify specific areas in the community that might need targeted prevention efforts.*

Slide 3-30

Helpful hints for data analysis

Communities That Care

- Set a time line.
- Collect more information as needed.
- Ask experts for help.
- Beware of "paralysis by analysis."

Community Assessment Training 3-30

Notes

Objective 5: Learn how to prepare the data for analysis.

Keep these tips in mind as you collect and analyze your data:

- *Develop a time line for collecting and analyzing the data, and stick to the schedule.*
- *Be aware that you may need to go back and collect additional information about a particular indicator or risk factor to get the most complete picture.*
- *It's a good idea to have someone experienced with data collection and analysis available to help answer questions and solve problems.*
- *Don't get bogged down in the analysis process. Remember, the goal of the* Communities That Care *process is to implement tested, effective programs, policies and practices to address your community's unique profile. Data collection and analysis are simply tools to get you to that goal.*

Slide 3-31

Data collection summary

Communities That Care

- Decide what data to collect.
- Identify and assign sources.
- Collect raw data.
- Format and prepare for prioritization.

Community Assessment Training 3-31

Notes

Objective 5: Learn how to prepare the data for analysis.

Review the slide.

If time permits, work with the team to complete these steps.

Slide 3-32

Next steps

Communities That Care

Finalize data collection assignments.

Assign a data manager.

Set a time line for collection and analysis.

Community Assessment Training 3-32

Notes

Review the slide. Let participants know that in the next module, you'll be covering the milestones "Prioritizing populations or geographic areas" and "Identifying priority risk and protective factors."

Slide 3-33

Notes

Notes