Reviewing and Analyzing the Data Overview

The following table outlines general process for reviewing and analyzing your data.

	Goal	Suggested Guidelines
Session 1	Analyze Data	• Review data to determine prevalent problems, affected subpopulations, and trends over time • Identify contradictions or differences in the data and determine probable explanations to account for these • Identify other factors that may help explain overall data findings • Identify gaps in the data
	Address Data Limitations	• Be mindful of data limitations during this process • Rates and measures based on small or unstable numbers should be interpreted cautiously • Inconsistent, incomplete, or faulty data collection methods should be taken into consideration when interpreting data
	Prioritize Issues	• Specify the issues and priorities based on the data analysis, risk and protective factors, and the EBPP team interpretation • Considering the severity and magnitude of problems, the changeability and importance of problems, as well as systems issues that are underlying or contributing to the problems • Identify no more than 3-5 issues, focus population(s), and/or geographic areas
Session 2	Identify & Analyze Resource Data	• Identify resources in your community that address your priority issues • Review the data to determine resource strengths and gaps relevant to the focus issue(s), population(s), and/or geographic areas • Consider prevention programs, policies and practices that research has shown to be important and may be missing from your community
	Review Community Readiness	• Review the readiness of your community to address your identified areas • NOTE: You may wish to have a subcommittee conduct a readiness assessment during the resource data collection process and present the results to the group
	Final Prioritization	• Refine to a maximum of 2-3 prioritized issue(s), focus population(s), and/or geographic areas based on the resource data and analysis you have completed • Take into account risk and protective factors, importance and changeability, and resources currently available to meet the need

Session 1 Agenda: Indicator Data Review and Initial Prioritization of Issues

Agenda Items	Facilitator Notes
Overview	Review where you are in the overall EBPP process and explain that the goal for today is to utilize the data you have collected to identify the initial areas of need or issues. You will further refine these areas based on the resource review in the next step.
Prep to Review Data	Give a brief overview of what data you will be looking at, orient the group to the handout and review what people should be looking for in the data. Give instructions for how the gallery walk (described in next agenda item facilitator notes) will work.
Review Data via Gallery Walk	a. Post data around the room in an organized fashion, with data in similar categories grouped together. Note: Members of your team should organize data according to the instructions in Module 2 prior to this meeting. You can set up/post the data prior to the meeting for efficiency. b. Break the group into small groups, with the number of groups equal to the number of data categories you have. c. Each group starts with one category and has a discussion based on the questions on the handouts. Each person can take notes, or one person can take notes for the group. d. After 5-7 minutes or when most of the groups appear complete in their discussion of the data, rotate the groups to the next category and groups discuss the new data. e. Continue rotating until the groups have visited all the data categories and discussed all the data. f. You may wish to offer a short break or a period of quiet reflection time for people to process all the data they just took in before moving on.
Data Analysis & Interpretation	As a group, discuss the data as a whole (not by each data category), using ORID discussion questions as a guide. This process is utilized to

	help people process data in a way that facilitates decision making.
Final Decision	***If the group feels they need more data to make a decision,*** ask the group to summarize the major themes that emerged from this discussion, identify additional data required, and create an action plan to gather that additional information and submit it to be incorporated into the organized data prior to the next meeting.
	You will reconduct this session agenda at the next meeting to come to a final decision.
	It is suggested that you only do this one time, and all data collected for the second iteration of this agenda should be considered sufficient to make a final decision.
	Skip the next item on the agenda and go straight to "Closing".
	If the group feels they have enough information to make a decision on the top 3-5 priority areas (which will be further refined in the next step based on the resource assessment), work with the group to make a final decision on 3-5 top priority areas.
	To assist in group decision making, you may wish to do a ranking exercise of your choice. One option would be to ask each member of the group to select the top 3 issues they believe are priority to address in the community quietly and then have each member place a sticky dot next to each of their top three picks on the flipchart list. Use the results to narrow down the choices for the top 3-5 priority areas and lead a group discussion to come to consensus on the final decision.
	Ensure this decision is documented. Move to the next agenda item regarding the resource review.
	You may wish to take a brief break after this.
Resource Review Plan	Identify 1-2 individuals who will utilize a community resource database to identify the resources available in the community for each priority area using the Resource Data Collection tool. If there is no community-wide resource database identify as many resources as you can with your group.

	Following the initial listing of resources, identify gaps and areas needing follow-up. This information will need to be emailed out to the group to collect additional data on each resource prior to the next meeting. Ask everyone in the group to set aside time to research resource data, especially for their organization or the sectors they are familiar with before the next meeting date. Work through the best process for submitting this data (for example, your group may want to upload the master document into Google Drive or another shared platform and everyone enters data, or you may wish to submit all the data to an identified individual to compile.) Add this to the Resource Data Collection Tool (Identify 1 lead person who is responsible.)
Closing	Summarize the process you went through and the decision you made, celebrating your progress. Review action plan assignments. Close on a positive note.

Data Analysis Risk/Priority Worksheet Handout

For each category of data, consider the following questions. You may take notes below.

- Observe: What are the facts? What are key pieces of data you just saw?
- Reflect: What are your immediate reactions to the data? What is surprising, concerning, or expected?
- Interpret: What is the story the data tell you? What does it look like when this data plays out in the real lives of youth in your community? What is the community context that might explain some of the facts you are seeing?
- Decide: Does this data present issues or challenges that are particularly concerning for you? How would you rate the challenges unearthed by this data compared to the other categories you have seen?

Category 1 Topic: _____

Observe	Reflect	Interpret	Decide

Category 2 Topic: _____

Observe	Reflect	Interpret	Decide

Category 3 Topic: _____

Observe	Reflect	Interpret	Decide

Category 4 Topic: _____

Observe	Reflect	Interpret	Decide

Category 5 Topic: _____

Observe	Reflect	Interpret	Decide

ORID(Objective, Reflective, Interpretive, Decisional)

Discussion Questions Toolhttps://pacific-edge.info/2010/08/orid/

The following process is utilized to help people process data in a way that facilitates decision making. You do not need to utilize each question, but it is suggested that you at least touch on each topic.

1. **Facts:** *Focus the group on the topic.*
   a. What were the key pieces of data we just saw?
   b. What are specific facts that stood out to you?
2. **Reflection:** *Surface immediate reactions to the data.*
   a. What was most encouraging to you?
   b. What did you find most concerning?
   c. What surprised you the most?
3. **Analysis:** *Examine the data for patterns and make observations about the data.*
   a. Consider whether or not there are trend data and comparison data available for the indicators that you selected. Trend data are useful because they allow you to see patterns over time, which gives a better sense of the problem. Comparison data are useful to assess the magnitude of the problem in the community or population relative to similar communities and populations.
   b. Which data were notably higher or lower than the comparison group (community or state average)?
   c. Which data showed increasing, decreasing, or stable rates over time?
   d. Are there any interesting differences between specific populations, such as age, gender, ethnicity, geographical areas, etc.?
   e. Are the numbers within our community large enough to be of concern? (In other words, a rate might look high, but the actual number might be quite small due to a small population. Or vice versa – a small community may have a high number of a problem area that is comparable to a large community.)
   f. What risk factors appear to be present in our community?
   g. What protective factors appear to be present in our community?
4. **Interpretation:** *Discover the "story" the group believes the data are telling. At this point, remind people that data can be a 'rabbit hole' and it is easy to dive deep into the data to want to answer every question, but we need to balance having good information and data with moving forward, so we are looking for 'enough' data but that does not require all the data that we might desire.*
   a. What factors or context may explain why a particular data point is high or low? For example:
      i. Did the community have a new law enforcement policy, which may explain why numbers suddenly jumped?
      ii. Or is there a new judge, which may be a reason why rates went up or down?
   b. From your review of the data, what did you learn about how and why the youth enter into the system(s)? Identify data that highlight potential problems and/or patterns that are cause for concern.
   c. Who or what agency is the decision point at these major points of entry in the system(s)? How are decisions being made at these major areas of entry? Are

there potential issues at the systems level or services level that can address areas of concern?

    d. Have the data improved or gotten worse compared to previous years?

    e. Are these numbers what we expected, and do they align with what we are seeing/hearing anecdotally?

    f. What other factors might help account for trends you are seeing in the data?

    g. Talk about why these may be issues specific to your community. Why are these problems happening here? What may be going on that is unique to our community? What are the issues that are not presented in the data (for example, was there a new judge this year? Did the police department change arrest policy?) What is the local angle?

    h. What are people talking about in the community that seems to either explain or contradict these data?

    i. What other information, if any, do we need to consider that would help us understand these data?

    j. What else do you want to know to help fill in some of the gaps in the data (i.e. unavailable data or data limitations) or to help you interpret existing data?

    k. Are there people not at the table whose perspectives are needed to accurately interpret any of the data?

5. **Decision:** *Decide which specific problems the group will address; articulate the consensus or major themes of the discussion. Narrow down to no more than 3-5 options. You will further narrow down in the next meeting based on the resource assessment.*

    a. Do you feel we have enough data to make an informed decision for our community (even if there isn't all the data that might be desired)?

    b. Based on the data we have examined and discussed, what appears to be the central issue(s) or key problem area(s)? *[Facilitator: List these on flipchart, large sticky notes, or a white board. List all issues the group raises, and then narrow down the list from there to 3-5 total.]*

    c. What indicator data points support this claim? *[Facilitator: You may choose to list these data points in writing as well.]*

    d. Overall, what do the indicators suggest about the magnitude and nature of the issue in your community?

    e. What are the related risk and protective factors or social determinants of health related to each of these problem areas?

    f. What is the changeability and importance for each of these areas? [Facilitator: You may wish to chart these on a simple graph during the meeting. See Changeability Chart Resource.]

    g. Where can our work make the most difference at this time (e.g., narrow focus issue, geographic area, subpopulations, etc.)?

    h. What is our community most ready to address?

    i. How would you summarize our consensus from this discussion?

Data Collection Action Plan Template

Task	Accountable Person	Support People	Deadline	Notes
Example: Call Community Resource Center to obtain resource data	*Name Name, CMP Coordinator*	*Names*	*12-12-20*	*Collect data indicated in Tool 6, Resource Collection Tool*

Session 2: Sample Meeting Agenda for Resource Analysis and Final Issue Prioritization

Agenda Items	Facilitator Notes
Overview	Review where you are in the overall EBPP process and explain that the goal for today is to review the data regarding available resources related to your preliminary issue areas, and use that data to narrow down your focus to 1-3 priority issues.
Review of Priority Areas	Review the priority areas and the related indicator data briefly as a refresher from the last meeting.
Resource Review for each Priority Area	Go through each priority area and discuss the available resources, using the Resource Review Question Guide. Group members can use the Resource Analysis Handout Chart tool to take notes. Following the discussion for each priority area, ask: "Is there a significant gap in resources for this priority area?" If so, document the gap and any relevant details, such as if the gap exists for a specific population or geographic area. You may choose to do a gallery walk format for this process.
Overview of Resource Data	Taken as a whole look at the priority areas and resources and discuss. Consider these questions when discussing: 1. Is there an apparent gap in one or more priority areas? 2. Are there disparities in how resources are distributed? Are resources distributed based on the need? 3. Are adequate resources available, but being underutilized? 4. What policies or practices might facilitate improved resource assessment and allocation in the future? 5. Is there or could there be overlap in resource utilization to address multiple priority areas at once? 6. Which of these problems do we think we can address most effectively, given our resources (people, expertise, funding, time)?
Readiness Assessment	Use the Community Readiness Assessment tool to determine your community's readiness level for each priority area. Note: You may wish to have a subcommittee conduct a readiness assessment of the community if you do not already have this information and present the results to the group here. Resources for this assessment are referenced in the Tool.
Final Decision	Facilitate a decision-making process (voting or consensus) with the group to select the final 1-3 priority areas. It is not recommended that the group select more than three unless significant resources for creating change are available for all areas selected. Document the Priority Areas along with identified indicator data (which will help you identify how you will evaluate your change efforts).
Closing	Review the process and decisions you accomplished today and celebrate your progress!

Resource Data Collection Email Template

Dear [name],

Our group has been engaging in a planning process to review our local data and make sure that the strategies and programs we fund are matching the needs that show up in our community. We also want to make sure our strategies are effective and evidence-based, and that we, as a community, are able to evaluate if we are getting the results we are wanting.

We have identified [insert risk factor] as one of the priority areas we are looking at and are conducting a brief assessment of resources that are available to address this priority area. This will help use identify unmet needs in our community. We have identified [you, your organization, or organization name] as a resource related to this priority area and are hoping you will be willing to share a little bit about your work with us.

Your participation would be very valuable to the success of project. Will you please share the following information with me?

- Programs and services, project, or practices you provide or are aware of
- A short description of the project, including the purpose and duration
- Focus population
- Is the program at capacity?
- Is the program evidence-based? If so, can you point us to the evidence supporting your program (1 or 2 links is plenty)
- Outcome measures or other aggregated data or statistics you can share

This information will be presented to our group at the next meeting, and we need the data by [date].

We very much appreciate your help! If you would like me to share the results of our process, please let me know and I will be happy to follow up once we have completed our work.

Thank you

[your name and contact info]

Core Services Map

_____ Total Number of Core Services Cases

How many of those cases are specific to

Program Area 4 (Youth in Conflict)?

_____ cases

How many cases were Parents the primary recipient

_____cases

How many cases were the Youth the primary recipient

_____cases

How many cases were the Family the primary recipient

_____cases

Primary Providers and programs

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Were any of these EBP specific programs?

Family therapy:

____ MST

____ FFT

Mentoring:

____ Reconnecting Youth

Parenting:

____ Love and Limits

What were the numbers of the different Core Services provided?

____ Mental health treatment

____ Substance Use Treatment

____ Life Skills

____ Sexual Abuse Treatment

____ Day Treatment

____ Home Based Intervention

____ Intensive Family therapy

____ Other

Provider Name	EBP Specific?	% Successful	% Not Successful

Resource Analysis Question Guide

Consider these questions when reviewing resources for each priority area

1. Are there other resources that are not on the list? Be sure to consider non-programmatic resources (like funding sources, systems, etc.) whenever possible.
2. Is the need in the community being met by the services?
3. Is there any duplication of services that could be better coordinated to leverage existing resources and strengthen the overall prevention system?
4. Is any other group/organization/service already addressing any of these problems?
5. Is there a subgroup (i.e. people experiencing poverty, people of color) or a geographic region that receives a disproportionately low amount of resources? Is this out of proportion to the indicated need for this subgroup?
6. Is there a subgroup (i.e. women/girls, high school students, etc.) or a geographic area that benefits from a disproportionate amount of resources? Is this out of proportion with the indicated problem for this subgroup?
7. Are the available resources being utilized by the subgroup or population that most needs them? Are there potential barriers to accessing resources that are already available in the community that is leaving the need unmet?
8. Are the policies or regulations that impact the available resources or the lack there of?
9. What policies or procedures utilized by the current resources that are creating barriers to access or full utilization of services available?
10. What are the primary points of entry to each system?
11. What would need to change to prevent youth from becoming involved in the juvenile justice system or the child welfare system in the first place? Is there a system, practice, or policy that needs to change? Is there a missing service that could be provided?
12. If a youth does enter the system, what alternative processes and resource are available to them to help improve their outcomes

Community Readiness Assessment Overview
(Developed by Tri-Ethnic Center for Prevention Research, Fort Collins, CO).

Readiness is the degree to which a community is prepared to take action on an issue.
The readiness assessment is an important part of the need's assessment process, providing helpful information about community capacity. A community that is not ready may have:

- Little enthusiasm to provide resources or cooperate with efforts
- Lack of acknowledgement that there is an issue, or denial that the issue is local
- A belief that there is nothing that can or should be done about the issue
- Little or no knowledge about the issue, or there are common misconceptions about the issue
- Resistance that shows up by key community members or leaders erecting barriers or dragging their feet
- Lack of action to help move efforts forward
- A sense that there are more pressing issues in the community that need to be addressed first
- A lack of resources for dealing with the issue, challenges fully utilizing resources available, or lack of support to utilize the resources to address the issue
- Failure. Resources run out, volunteers burn out or dry up, or efforts to address the issue are ineffective

If you are concerned about your communities' readiness to engage in this process, please consult the [Community Readiness Toolkit](#) to identify additional strategies to increase readiness. Building readiness is an important and evidence-based process to improve the long-term success of your efforts and is well worth the delay in beginning the EBPP process. Below is a summary of the Community Readiness Assessment.

Stages of Community Readiness:
1. **No Awareness:** An issue is not generally recognized by the community or leaders as a problem (or it may truly not be an issue).
2. **Denial/Resistance:** At least some community members recognize that it is a concern, but there is little recognition that it might be occurring locally.
3. **Vague Awareness:** Most feel that there is a local concern, but there is no immediate motivation to do anything about it.
4. **Preplanning:** There is clear recognition that something must be done, and there may even be a group addressing it, however, efforts are not focused or detailed.
5. **Preparation:** Active leaders begin planning in earnest. Community offers modest support of the efforts.
6. **Initiation:** Enough information is available to justify efforts. Activities are underway.
7. **Stabilization:** Activities are supported by administrators or community decision makers. Staff are trained and experienced.
8. **Confirmation/Expansion:** Efforts are in place. Community members feel comfortable using services, and they support expansions. Local data are regularly obtained.
9. **High Level of Community Ownership:** Detailed and sophisticated knowledge exists about prevalence, causes, and consequences. Effective evaluation guides new directions. Model is applied to other issue.

Dimensions of Readiness: Dimensions of readiness are key factors that influence your community's preparedness to take action on an issue and help determine the stage of community readiness.

    A. **Community Efforts:** To what extent are there efforts and programs that address this issue?

B. **Community Knowledge of the Efforts:** To what extent do community members know about local efforts and their effectiveness, and are the efforts accessible to all segments of the community?
C. **Leadership:** To what extent are appointed leaders and influential community members supportive of the issue?
D. **Community Climate:** What is the prevailing attitude of the community toward this issue? Is it one of helplessness or one of responsibility and empowerment?
E. **Community Knowledge about the Issue:** To what extent do community members know about the causes of the problem, consequences, and how it impacts your community?
F. **Resources Related to the Issue:** To what extent are local resources – people, time, money, space, etc. – available to support efforts?
G. **Community-Related Data:** To what extent is there valid, specific, relevant data to demonstrate the causes and consequences of this issue?

Resource Analysis Chart Handout

- Review the data to determine resource strengths and gaps relevant to the focus issue, population(s), and/or geographic area.
- Consider prevention programs, policies and practices that research has shown to be important and indicate these with an asterisk **

Youth Risk/ Need Area	Priority Area 1	Priority Area 2	Priority Area 3	Priority Area 4	Priority Area 5	Other/Notes
Low Risk/Need						
Moderate Risk/Need						
High Risk/Need						