

Meeting Agendas

Data Collection Planning Meeting

Agenda Items	Facilitator Notes
<p>Identify the primary goal of your data collection</p>	<p>Review Data Collection Overview tool</p> <p>Using the broad goal you set at the previous meeting, identify the primary goal of your data collection. This will help your group stay more focused on the goal.</p>
<p>Risk and Protective Factors Theory and the Social Determinants of Health Overview</p>	<p>Review the Shared Risk and Protective Factor and Social Determinants of Health Resources.</p> <p>Share an overview of the Risk and Protective Factors Theory and Social Determinants of Health, and how these can be predictive of challenges, such as justice or child welfare system involvement, substance abuse, and mental health issues later in life, and how addressing these in your community can help prevent those negative outcomes.</p>
<p>Define Data Categories</p>	<p>Based on your goal, identify broad categories or areas of data you want to review. These can include juvenile justice data, mental health data, substance use data, school data, public health data, etc. Refer to the Data Categories tool for some examples, but do not limit yourself to this list.</p>
<p>Identify Risk and Protective Factors and Indicator Data</p>	<p>Using the Indicator Data tool, identify data points you would like to collect. Inform your group that many data sources listed have information on how to access that data in the Data Sources Tool.</p> <p>As you go, identify who will collect each data point, what years of data you would like, and when data collection is due. Ask each team member to keep track of the data they agree to collect.</p> <p>Note on years of data to collect: You will need at least three data points, often 3 years, to determine trends over time.</p> <p>Throughout this process, do not limit yourself to data you don't think you have or don't think you can access, just look at the data you would like to try to collect. You will not be able to collect all the data on the list, but the more you attempt to collect, the more complete your community picture will be.</p>

Agenda Items	Facilitator Notes
<p>Identify Additional Data Indicator Points</p>	<p>After you have completed the shared risk and protective factors sections of the Indicator Data tool, utilize the blank section and go through each category you selected to identify additional data points you would like to collect that may not be listed in the Indicator Data tool section of the Toolkit. Refer to the Data Categories tool for examples of data sources.</p> <p>Be sure to continue to identify who from your team will collect the data.</p> <p>You may also wish to review the data points in the Data Maps to determine if there is additional data you would like to collect</p>
<p>Review Data Questions to Identify Additional Data Points</p>	<p>Review the Data Questions tool to identify any additional data points that you have not yet covered and add them to your master list continuing to identify who on your team will collect the data.</p>
<p>Logistics and Closing</p>	<p>Identify 1-2 team members who are data literate to receive and organize the data as it comes in. Refer these team members to the Organizing Data Tool.</p> <p>Review how people will format their data prior to submitting and confirm everyone knows what data they are collecting (or have access to a shared document to review) and the due dates for data. Your due date should be prior to your next meeting.</p> <p>Ensure everyone has access to the Data Sources Tool.</p> <p>Ask if anyone has any concerns or questions about data collection and help to problem solve barriers or set up a time to connect individually to address any unresolved concerns.</p> <p>Close on a positive note</p>

Data Collection Overview & Planning

You are hoping to achieve a decrease in problems or issues facing your community. In order to do this, you need to identify what the challenges and issues are, as well as strengths and resources that support change. In this module, you will collect data from your community to review in-depth to identify the priority issues in your community. This is the initial step in the data-driven decision-making process mapped out below.



Data collection is overwhelming, so remember the END Goal!

Narrowing down the most relevant and important data to collect can be a challenge during this process. First, meet with your team and determine what you want to know. Refer back to your team's goals and using that to outline the areas of interest for your data collection. It is helpful to define categories of data you would like to collect, and then identify specific data points, known as indicator data, to help answer your overall question. For example, you may choose to look at your substance use rates for youth in your community. This will help you narrow down indicator data points you would like to consider, including such things as substance use rates and rates of substance-related involvement in the juvenile justice system.

It will be important to collect and review data on your current welfare and justice systems involved populations to identify if any systems reform strategies are needed. In addition, for a comprehensive understanding of the communities' needs, you will want to include data on Risk and Protective Factors and/or Social Determinants of Health in your data identification and collection process. Adopted from the public health arena more recently into the juvenile justice field, the Risk and

Protective Factor theory offers a way of understanding the causes of delinquency and other challenges youth experience and provides guidance in ways to prevent these challenges. The Social Determinants of Health, which overlap the Risk and Protective Factors in many cases, move a bit further upstream to analyze and address more systemic and environmental conditions that contribute to the challenges youth face, thus highlighting the potential for change on these levels.

Please refer to the attached articles listed in Tool #3 for more information on and examples of Risk and Protective Factors, the Social Determinants of Health, and Juvenile Justice and Child Welfare Reform. You may choose to select indicator data based on the information provided in these articles. More information on how to determine what specific data indicators you may want to collect and review can be found in the Data Questions tool and Data Categories tool.

What are indicators?

Indicator data provide information about or help define the extent to which an issue affects a community. They can be used to determine need as well as track progress toward goals, making them part of both the implementation and evaluation phases of a project. For example, if assessing a juvenile justice issue, information about arrests, types of arrests, detention, and diversion would be useful pieces of indicator data. Risk and protective factor data and data points related to the social determinants of health are useful indicator data when seeking to understand what some of the broader issues and problem are facing your community. When looking at indicator data, you will also want to seek out data broken out by demographic. This will indicate there is a disparity or a point where Minority Over Representation is an issue in your community.

Data Questions for addressing Juvenile Justice, Child Welfare, or Crossover Youth

The following questions will assist you in identifying needed data indicators when addressing issues in juvenile justice, child welfare, or dual status youth:

Juvenile Justice System Interpretation Questions:

(**the Colorado Youth Detention Continuum Data Map and the indicator data collection tool may help with this, see Tool #7 Data Maps)

1. What information do we have about the youth who are in the system?
 - a. Who are these youth? (demographics, risk factors, etc.)
 - b. Why are they in the system? (reason for arrest)
 - c. What are the risk and protective factors that lead to system involvement?
2. What happens during the process?
 - a. How do they move through the system? (how many detained, how long do they stay in detention, how many diverted, how many filed in court)
 - b. How might the process differ based on various factors or demographics? (race, age, gender)
3. What happens after?
 - a. What are the rates of recidivism, revocation, and successful probation?

Resource or Service Data

(**the Child Welfare CORE services map and CMP map may help with this, see Tool #7, Data Maps)

1. What types of services are youth in the justice system receiving?
2. Have these services been successful?
3. Have attempts to prevent youth from entering the system (prevention efforts) been successful?

Crossover Youth Data Collection Questions

1. What are the major points of entry for juveniles entering into our system?
 - a. How, where, and when does this information get entered into a database?
 - b. Who manages/oversees this?
 - c. Are there multiple places these data might exist? (i.e., Trails and Court Records)
2. How is a youth tracked through the system?
 - a. Where are placements and service information recorded?
 - b. Are these data something I can easily get? (i.e. – in a database you can access)
3. Are these data being utilized? Who does have access to them? How can you get them?
 - a. Where are placements and service information recorded?
4. Who will be responsible for collecting information?
 - a. Who will participate in collecting the information? *Example: The EBPP Team, Data Subcommittee, etc.*
 - b. How will they collect the information? *Example: Trails, Local Police or DA Offices, Courts, etc.*
 - c. When will they collect the information? *Example-Within 2-3 Months*

Example of Domains, Outcomes, & Data Measure for Dual Status Youth

(Table from Guidebook for Juvenile Justice & Child Welfare System Coordination and Integration)

Desired Outcome and Measures of Dual Status Youth in Hampden County, Massachusetts		
Domain	Youth Outcomes	Measures ⁱ
Recidivism	Reduction in new charges	The number of dual status youth who experience new arraignments within one year will decrease by ___ percent compared to applicable comparison cases/time period. ⁱⁱ
	Reduction in violations of Probation	The number of dual status youth who experience new violations of probation will decrease by ___ percent.
	Increased compliance with Probation Conditions	The number of dual status youth paying Restitution as Ordered by the Court will increase by ___ percent.
The number of dual status youth completing Community Service Disposition will increase by ___ percent.		
Permanency	Increased Youth maintained at home	The number of dual status youth experiencing home removal episodes will decrease by ___ percent
	Increased Access to Kinship and Child-Specific Resources	The number of dual status youth who experience kinship and placements specific to child's needs will increase by ___ percent.
	Increased stability in placement	The number of dual status youth who experience "youth attributed" placement disruptions will decrease by ___ percent.
Family Engagement	Increased Family Participation	The number of families in attendance at case conference will increase by ___ percent.
	Increased utilization of Parent Advocate Services	The number of families utilizing Parent Advocate Services will increase by ___ percent.
Education, Employment, Training Programs, Pro-Social Activities	Youth are engaged in Education	The number of dual status youth who "regularly" attend school while on probation will increase by ___ percent.
		The number of dual status youth who experience disruptive school arrests will decrease by ___ percent.
	Youth are engaged in Employment/ Training	The number of dual status youth who are employed or enrolled in job/vocational training will increase by ___ percent.
	Increase Youth's pro-social involvement	The number of dual status youth who are referred to and "regularly" participate in pro-social activities - e.g. mentoring programs, sports, arts, and religious activities - will increase by ___ percent.

ⁱ Most jurisdictions identify "comparison data" to evaluate measures. Comparison data can take different forms in different jurisdiction; for example, comparison data may include across group (i.e., dual status youth who are the recipients of changes in practices versus similar dual status youth who do not receive these changes) or within group (i.e., before and after comparisons of outcomes for dual status youth who receive changes in practices). Comparison data may also include the use of relevant "proxy" measures (e.g., comparing local outcome data to relevant summary outcome data on similar youth from other jurisdictions).

ⁱⁱ Instead of merely tracking changes in the actual frequencies of desired performance activities or outcomes "events" (e.g. increases or decreases in the number of arrests, arraignments or violations, etc.), it is advisable to track aggregate "youth-based" counts for comparison purposes. For example, if a jurisdiction has a relatively small number of dual status cases and it focuses solely on the frequency of actions or events (like the frequency of new arraignments or violations), the outcome measure being tracked may be unduly influenced by the actions of one or only a few cases. A youth-based count that, for example, might show that *the number of dual status youth* who experienced new arraignments or violations dropped by ___% compared to a suitable comparison group (or time period), offers one important outcome measure. That said, for individual case management purposes, local jurisdictions should also be able to track whether or not there are specific dual status youth who experience substantially higher levels of adverse events compared to other dual status youth, in order to ascertain whether there are certain case characteristics that may be contributing to such outcomes, and to help jurisdictions identify alternative interventions or resources that may be more effective with these challenging cases.

Case Flow Mapping to Improve Cross System Decision Making

(Excerpt from Guidebook for Juvenile Justice & Child Welfare System Coordination and Integration)

The development of a case flow mapping exercise can initially be accomplished by viewing, or constructing if one does not exist, a case-flow process for the juvenile justice and child welfare systems. There are multiple cross-system benefits from undertaking this review and analysis. The key decision points in each system can be identified, professional staff responsibilities and mandates can be clarified, and expected products and outcomes that support improved decision making at each key step can be established and/or developed.

Understanding of the steps in the various system and court processes

- Identification of the what happens (action), who is responsible (decision), and what output or outcome is expected or produced at each step (product)
- Discussion/Assessment of the quantity and/or quality of the information being gathered and utilized in each step of the process
- Identification of process gaps
- Identification of necessary resources (workforce and program)
- Identification of what is and is not working

The following questions will support a systematic review of each decision point:

- What is intended to happen at this step?
- What actually happens at this step?
- Who is responsible for taking this action?
- Who are the partners (existing and desired) collaborating in this action?
- What is expected to occur (output and outcome) before the next step occurs?
- What is missing in between steps?
- What are the key decision points at which change or reform might be proposed?
- What are the necessary resources at each step (workforce and program)?
(Guidebook for Juvenile Justice & Child Welfare System Coordination and Integration)

Data Categories with Example Indicators

Juvenile Justice

- Judicial Filings by county
- Probation demographics
- Probation success rates
- Colorado Juvenile Risk Assessment (CJRA) reports by county
- Detention demographics, commitments, length of stay, etc.
- Top Arrest-Type by county

Child Welfare

- Demographics
- Dependency & Neglect filings
- Abuse filings
- Out of Home Placement
- Referral rates
- More options can be found in this resource.

Crossover Youth (Juvenile Justice and Child Welfare)

- Percentage and number of children served simultaneously by child welfare and juvenile justice
- Demographics and characteristics of children and families present in both systems
- Percentage of children transferred from child welfare to juvenile justice and vice versa
- Percentage and number of juvenile arrests with a previous history of maltreatment
- More options can be found in this resource.

Education

- High truancy and dropout rates
- Disciplinary actions such as suspension and expulsion
- Low graduation rates or disparity in graduation rates

Mental Health

- Signs of depression
- Suicide ideation
- CJRA/Mental Health screens
- Referrals, medication
- Suicide (attempts and completions)

Substance use

- Perception of harm
- CJRA/substance use screens
- Current rates of use
- Treatment admission

Violence

- Fights
- Weapons
- Community assault rates
- Intimate partner violence

Justice Map

CJRA Full Screens _____ Highest Domains _____

Total Number of arrests:

Offense type:

District Attorney
 ____ Sent to Diversion
 ____ Petition Filed
 ____ Refused/Rejected

**data source: ICON/Eclipse

Court
 ____ Delinquency
 ____ Status Offense
 ____ Waived
 ____ Transferred
 ____ Dismissed

Probation Supervision
 ____ Youth

CJRA Screenings
 ____ Low
 ____ Medium
 ____ High

JDSAG Screenings
 ____ Level 1
 ____ Level 2
 ____ Level 3
 ____ Level 4
 ____ Level 5

Detention
 ____ Number detained

Demographics
 ____ Males / ____ Females
 _____ Age
 ____ White / ____ AA /
 ____ Latino / ____ Asian

Offense Type	Still Open	Successful	Not Successful

Core Services Map

Total Number of Core Services Cases
 _____ 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

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

Primary Providers and Programs

Were any of these EBP specific programs?

Family therapy:
 _____ MST
 _____ FFT

Mentoring:
 _____ Reconnecting Youth

Parenting:
 _____ Love and Limits

Provider Name	EBP Specific?	% Successful	% Not Successful

Data Collection

Where do I find Indicator data?

Many indicators can be found online, and many of these databases are listed in the Data Sources tool. The Colorado Trails system contains a variety of indicators. Local information, law enforcement agencies, Sheriff's offices, and units of local government may also have data available. There is a wealth of data available online, including the US Census, Colorado Department of Education's School View data center, Colorado Department of Public Health and Environment's Healthy Kids Colorado Survey, and more. Your local public health department and school district may have additional data, or a further break down of the statewide or regional data. Smaller agencies and nonprofits may not have data available online but could be accessed by making a specific request for the information.

A data identification process has been laid out for you in the Indicator Data Tool and other tools associated with this module, but do not limit yourself to the data listed in the tools provided. Every community is unique and has unique sources of data. State level contacts can also assist you with ideas on where to find data for your group. The more localized the data the more informative it will be to your efforts.

Sometimes similar data is collected in two different systems. If so, it is helpful to collect data from both systems for comparison. This might be important information for your group, especially if there are disparities in the numbers.

How much indicator data should I collect?

The amount of data collected takes into consideration the amount available and the amount needed to demonstrate and understand the problem area(s) you are examining. Some groups/committees will find they have many data sources to use, while others may not find as many. If access to local data is limited, gather as much information as is practical. Indicator data can also be supplemented with qualitative data collected through focus groups and key informant interviews. If many data sources are available, not all need to be examined, but in all cases, it is beneficial to find multiple indicators. Multiple indicators may validate that an issue is a community concern, or they may contradict each other, in which case, group discussion will help to determine the story of the data.

One of the easiest ways for EBPP teams to get bogged down is to try to collect too much data. While a wealth of data will be helpful, be sure to stay focused on data related to your goal. While this data will cross multiple disciplines and categories, work to stay focused on data that is directly related to important aspects of your goal. For instance, it might be very interesting to look at statistics for adults without children, but if your goal is to impact youth, these statistics may not provide important or relevant information to understanding your community context as it relates to your goal. When in doubt, ask, "How is this data important to understanding our goal?" If you don't have a strong answer, move on.

How do I ask for data so I get it in the format that will be most useful?

Most often you will need to ask others who have access to data to share data indicators with you. These data gatekeepers will typically have questions and concerns regarding the privacy of individual data as well as will need to know what format you want view the data. It can be helpful to have a data consultant as a part of your effort to help you navigate this component but in the absence of one here are some tips for helping you get the data you need.

1. **Be clear from the start that you only want aggregate data and you don't need "raw data"**. Aggregate data is data that does not have individual information in it so there will not be a privacy concern that comes with raw data. Individual or raw data is not necessary for this level of planning and it would require further analysis and aggregating for planning purposes regardless. (If someone only has raw data to share then you may need the services of a data analyst who is HIPPA compliant. Before the data is shared it should be encrypted.)
2. It is always best to have data that has some **comparison points**, such as data that has a **state comparison point** or another **similar county**.
3. **Trend data** from multiple years, a minimum of three years is best and typically no more than five years is necessary.
4. If you are in a small county/community you may also want to get the counts as well as the rates of data points where possible. With a small population even one or two incidents can skew your rate to be very high. Of course, any high rate should still be cause for concern but having the actual count can help bring important context when you are interpreting the data.

Example Data Email Ask

Dear Data Guru,

I am writing to request your help in accessing important indicator data that will assist in our planning efforts to address problem and issues facing our community. The indicators that we believe you can help us with are listed below.

We only need this data in aggregate form and if possible we would greatly appreciate if you could include as a part of this request:

- A state or similar county comparison point and
- Anywhere from three to five years of trend data.

Here is the list of indicators:

1. X
2. Y
3. Z

Please let me know if you have any other questions or concerns.

Thank you so much!

XXXX

Organizing the Data

During the meeting, one or two people who have experience with data were selected to compile and organize the data collected by the EBPP team in a way that can be utilized in the Data Gallery Walk process in Module 3. If you have been selected for this role, please review the Data Gallery Walk in Module 3.

The same data can be organized and presented in different ways to see different trends. Whenever presenting data, please present data points with comparison data points, such as comparing data points over time, comparing local data with regional or state data, or comparing data from two different geographic regions or systems.

It is suggested you organize the data by category or by the Risk and Protective Factor level (i.e. individual, family, community, etc.) to help 'chunk' you data into more manageable amounts for your team to analyze. Do your best to present data through visualizations, but at the least, try to highlight key variables that are organized into a quick visual. You may also want to consider presenting the same data in multiple ways if it helps illuminate important information in a different way. An option is the use of the Data Map tool. Utilizing geographic mapping is a great way to present data as well.