

Lobby Poll



What types of data collection activities have you been involved in?

- Face-to-face surveys
- Phone surveys
- Online surveys
- Key informant interviews
- Focus groups
- Observations
- Other (please specify)



Northeast & Caribbean (HHS Region 2)

PTTC

Prevention Technology Transfer Center Network

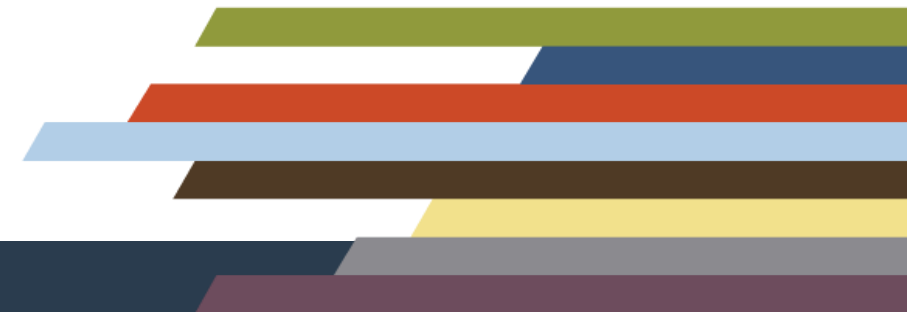
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Strengthening Data Collection Efforts to Respond to Emerging Prevention Priorities

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Technical Information

This webinar is being recorded. Following the call, we will share a summary of the call content with all participants. We will not share the recording.

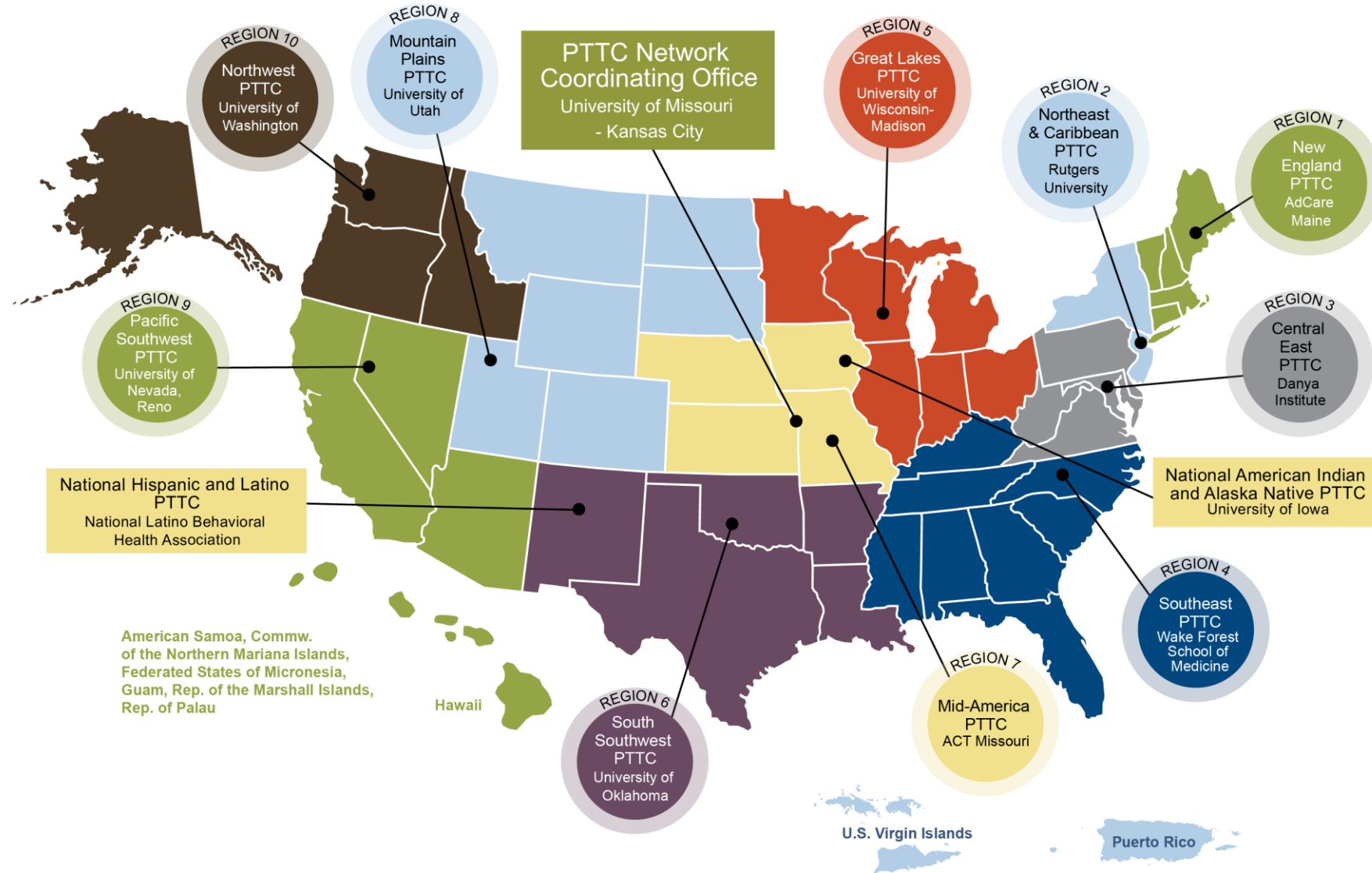
Please contact the call facilitator if you have any concerns or questions.



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PTTC Network



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Learning Objectives

- Describe the importance of designing data collection efforts to support early identification of priority prevention problems
- Identify primary and secondary data collection approaches that enable prevention professionals to stay informed about emerging issues in prevention at the national, state/jurisdictional and local levels
- List steps in the process of using geographic information systems (GIS) to map local “hotspots” of substance use problems
- Identify possible solutions to data collection challenges

The Role of Data Collection in Identifying Emerging Prevention Priorities



Stages in the Needs Assessment Process

- Collecting data
- Analyzing data
- Interpreting data
- Presenting data to key stakeholders
- Using data to inform decision-making processes



Why Collect Data?

- To understand:
 - The magnitude and severity of each problem affecting your community
 - How the problems in your community are changing over time
 - The areas and populations of highest need
 - Risk and protective factors associated with each problem
- To raise public awareness of the problem and help bring stakeholders together for a coordinated response
- To ensure the right interventions reach the right people at the right time and place, monitor, and evaluate progress



What Do We Mean By Emerging Substances?

- **Brand new substances or substance use behaviors**
 - Kratom, fentanyl-contaminated cocaine
- **Rising use or availability of substances**
 - Cocaine, marijuana through expanded legalization, e-cigarettes
- **Re-emergence of less recently prevalent substances**
 - Methamphetamine
- **“Moving targets” = Existing problems presenting in new ways**
 - E-cigarettes → Rechargeable “JUUL”- like products → Vape sticks
 - Alcohol use and expanded access during COVID-19

Data Collection in the Context of Emerging Substances

- **Obtain and integrate data across multiple types** (e.g., anecdotal, observational, qualitative, quantitative) to support early identification of emerging substance misuse patterns
- **Increase surveillance of the substances of interest and the populations most affected** by adding additional data sources and collection activities, as needed
- **Collect detailed information on risk and protective factors**, in addition to consumption/consequence rates, for new substances to better leverage existing knowledge and strategies
- **Anticipate partnerships you will need with other sectors** to standardize data collection approaches and obtain and interpret data more quickly

Discussion Question

Which data sources have you found to be most useful to you in determining where to focus your prevention efforts?



Data: Have it or Need it?

Have data?



Need data?



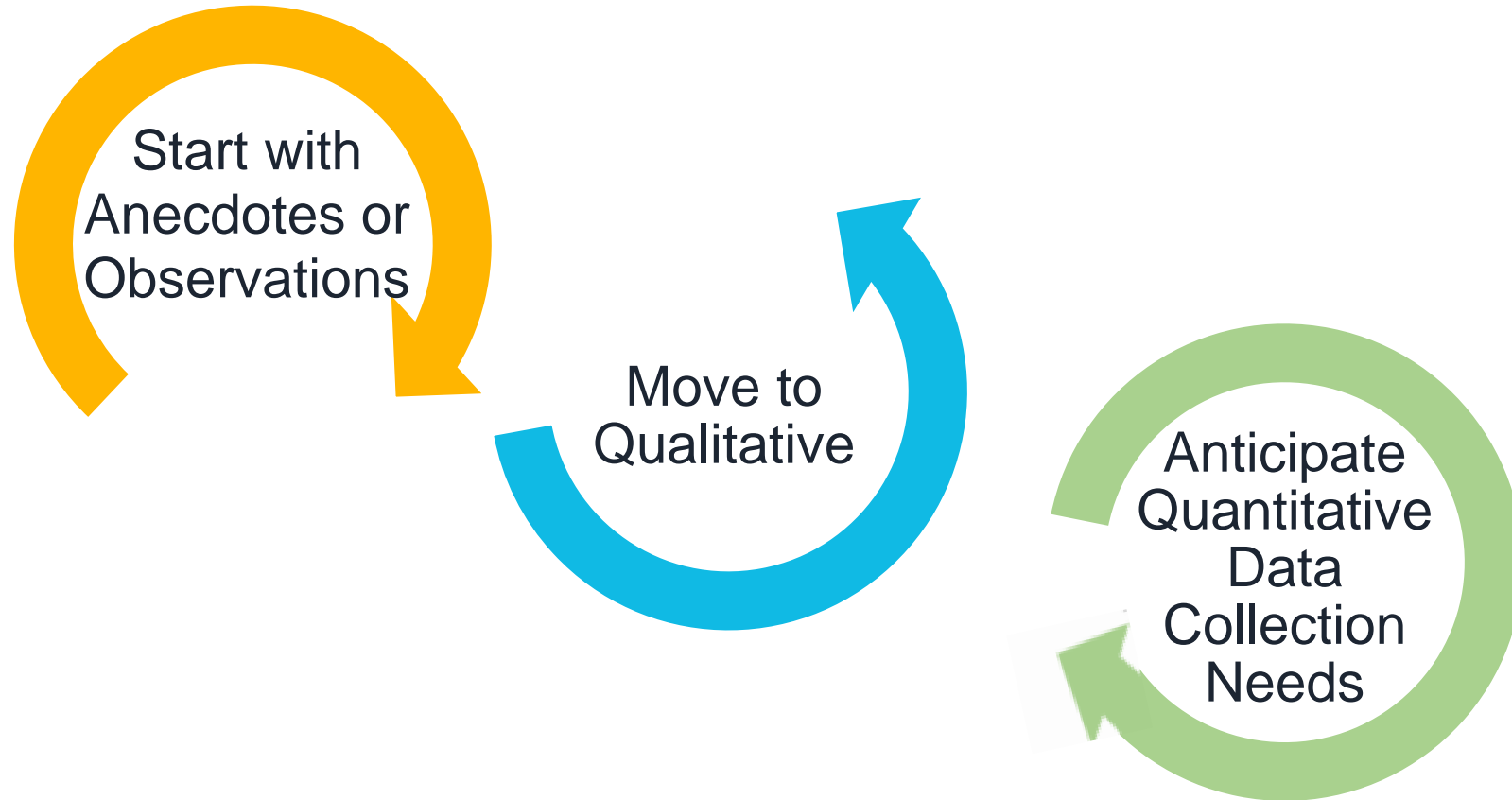
Primary

It doesn't exist, but we can collect it

Secondary

It exists and we can get it

Primary Data Collection



Primary Data Collection

Anecdotes

“My son told me about a kid in the next town that overdosed from vaping weed laced with fentanyl.”

“I’m a teacher, and I know kids are vaping in class. I turn around and I see the vapor disappear, but I can’t catch them in the act.”



“I walked through the school parking lot last week and I noticed all of these cartridges on the ground but I don’t know what they are...”

“My sons are both in high school and I know they vape but, in my culture, guys rarely ask for help so I worry that they might want to stop but can’t...”

Primary Data Collection *Observations*

- Environmental Scans
- Media Scans
- Journals/Logs/Diaries/Notes
- Photovoice
- Internet/Social Media
- Conference presentations



Primary Data Collection

Key Informant Interviews

“Have you heard the kids you teach talking about any new substances that they are experimenting with, or other risky behaviors, maybe in your health classes or in the hallways between periods?”



Primary Data Collection

Focus Groups

*“Do you have concerns regarding youth use
or access to new substances in the
community?”*



Primary Data Collection

Surveys

Q: How much do you think people risk harming themselves if they...

Q: How much do you think people risk harming themselves physically or in other ways...

Q: How wrong do your friends feel it would be for you to...





	No risk	Slight Risk	Moderate Risk	Great Risk
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Q: How wrong do your parents feel it would be for you to...

	No risk	Slight Risk	Moderate Risk	Great Risk
use tobacco regularly (not including electronic vapor products)?				
use electronic vapor products (including JUUL, e-cigarettes, e-cigars, e-pipes, mods, personal vaporizers, vape pipes, vaping pipes, e-hookahs, and hookah pens) regularly?				
have one or two drinks of an alcoholic beverage nearly every day?				

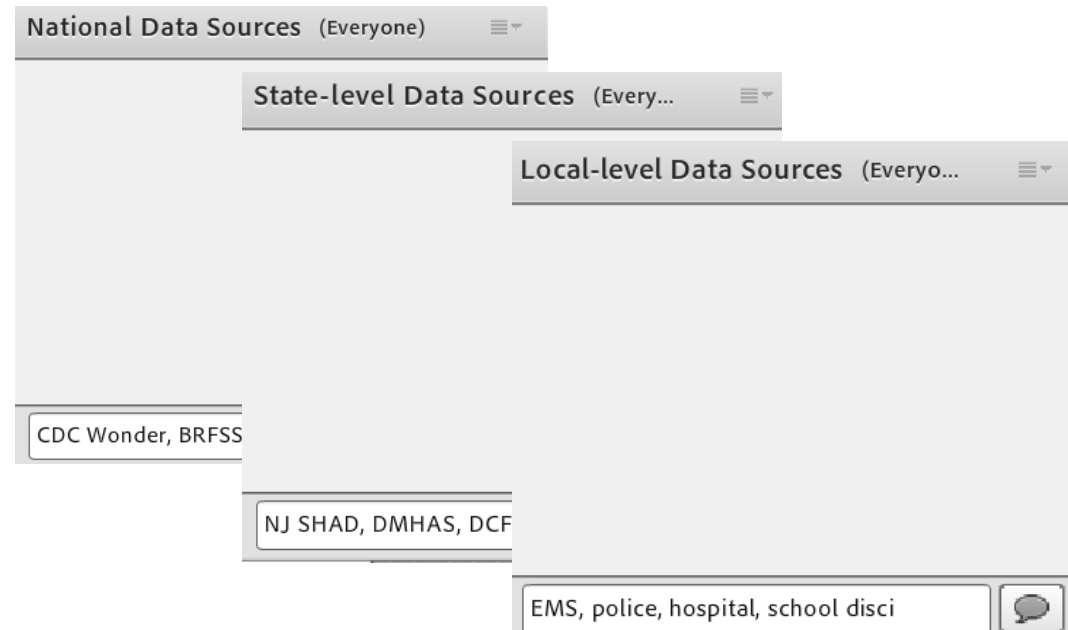
Secondary Data Collection

Who is collecting data on emerging issues and where can we find it (or find out about it)?

- National  National data sets, early warning systems, Drug Enforcement Administration data, professional organization listservs
- State- and Jurisdiction-level  State epidemiological profiles and workgroups, governors' councils
- Population-specific  Harm reduction organizations, social service providers for sub-groups of focus
- Local  Media articles, sector-based data, overdose death reports

Discussion Question

What kinds of secondary data sources do you routinely monitor to inform your prevention planning efforts?



Things to Keep in Mind...

Primary Data

- Who do we need to collect the data from? Who is the right person to collect it?
- Do we have the resources to undertake this data collection activity at this time?
- Can we collect this data in a culturally appropriate way?

Secondary Data

- Where can we find the data?
- Do we have access to the data? If not, how can we get it?
- Have we developed partnerships with the organizations that hold this data? If not, who can help facilitate that?



So, What Do You Do With Your Data Once You've Got Them?



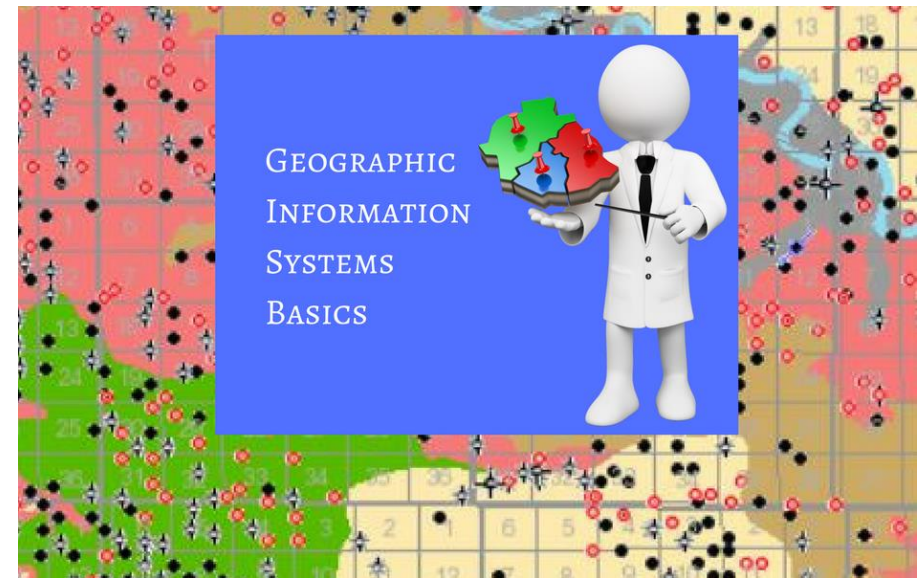
- Analyze your data
- Develop your needs assessment report
- Communicate with key stakeholders about your findings
- **Organize the data (using GIS, for example) and use it to determine your activities**

Using Geospatial Mapping to Organize Your Data



What is a Geographic Information System?

- A Geographic Information System (GIS) is a combination of tools allowing users to investigate spatial data
- Spatial data is any type of data that has a geographic reference
- A GIS is made up of the following components:
 - Hardware
 - Software
 - Data
- GIS allows users to:
 - Identify and describe needs
 - Identify areas for intervention
 - Monitor change
 - Set priorities

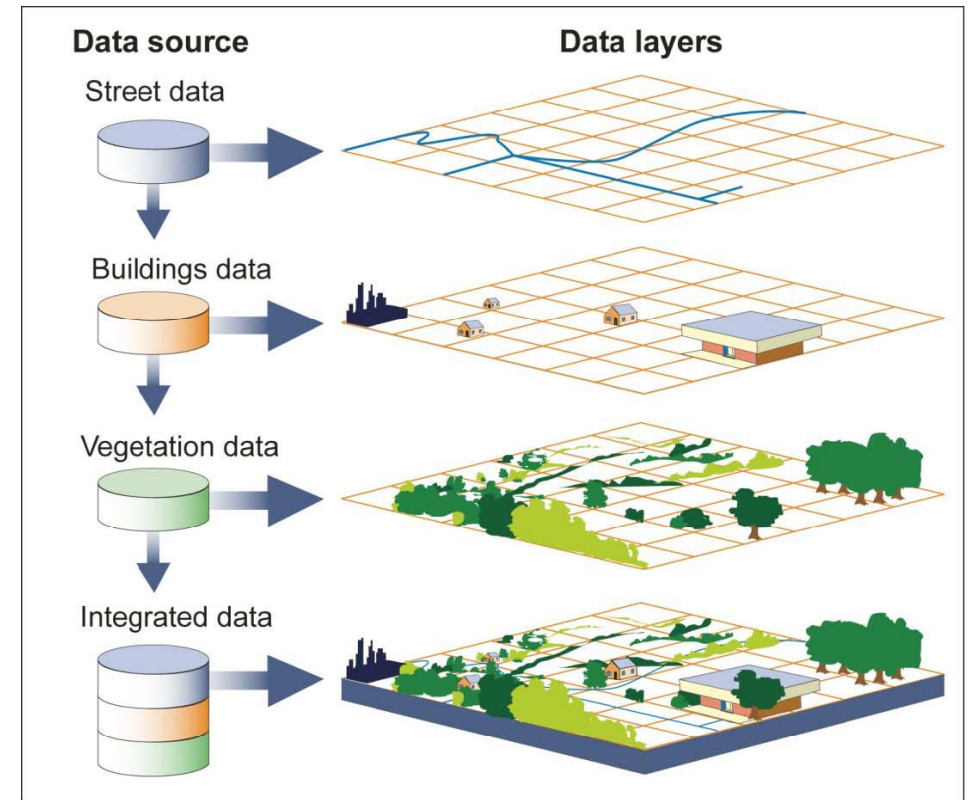


Introduction to GIS

- Key feature of GIS is the ability to detect patterns across various data sources
- Utilizing a GIS in substance misuse prevention work has the potential to aid groups in:
 - Communicating work to stakeholders and the public
 - Developing community needs assessments
 - Prioritizing community needs
 - Analyzing data to evaluate potential and actual program success

GIS: Layering Data

- One of the main capabilities of GIS is layering data
- Layers allow the user to compare different data sources that share a common location
 - Layering the location of alcohol retailers on municipal rates of alcohol-related arrests may reveal a clustering of those arrests near alcohol retailers



Source: GAO.

GIS: Data

- The unique feature of GIS is the ability to combine an array of data in one place
- Data may be primary, secondary or a combination
- Secondary data sources are plentiful—from the US Census to local-level GIS data warehouses to primary data collection

GIS: Example

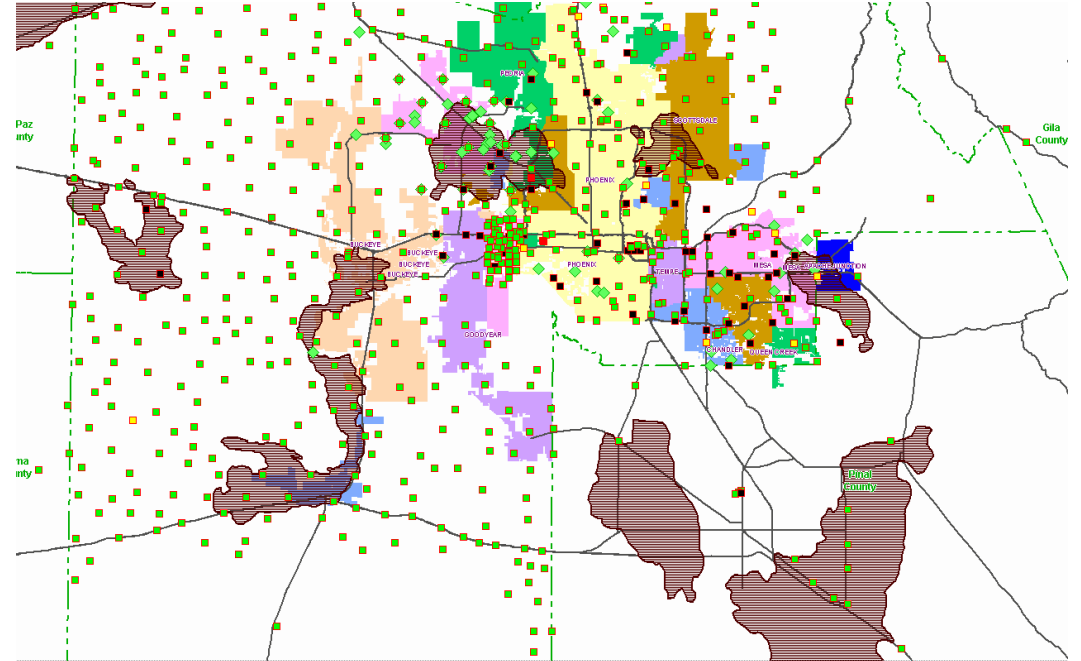
- Targeting prevention interventions
 - Prevention initiative to reduce alcohol-related harms among 18-24-year-old community members
 - Prevention organization decides to conduct a server training program
 - Which alcohol-serving establishments should be chosen for the intervention?

GIS: Example (continued)

- Considerations
 - The alcohol-serving locations should be in areas with dense populations of 18-24-year-old residents in order to match the funder's population
- Data
 - US Census data will provide a neighborhood-level measure of the targeted age group
 - Alcohol licensing data may be accessed through an open data request
 - Is there local-level data on alcohol-related harms such as DUIs, alcohol-involved motor vehicle accidents, assaults that can be used to track outcomes of the intervention?

GIS: Skills Used

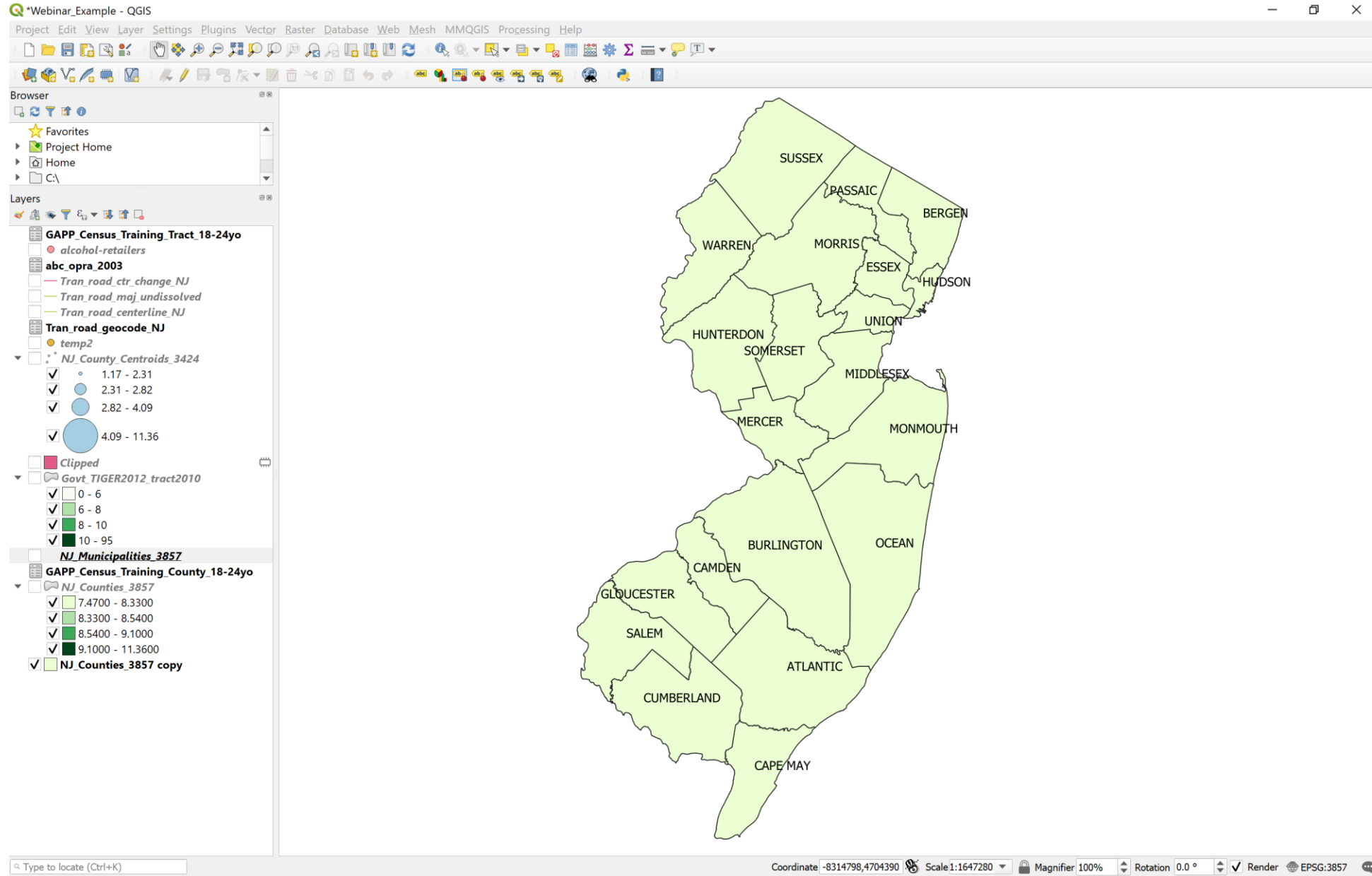
- Graduated color mapping
 - Range of colors indicate lower to higher values
- Geocoding
 - Placing a point on a map to indicate an address location



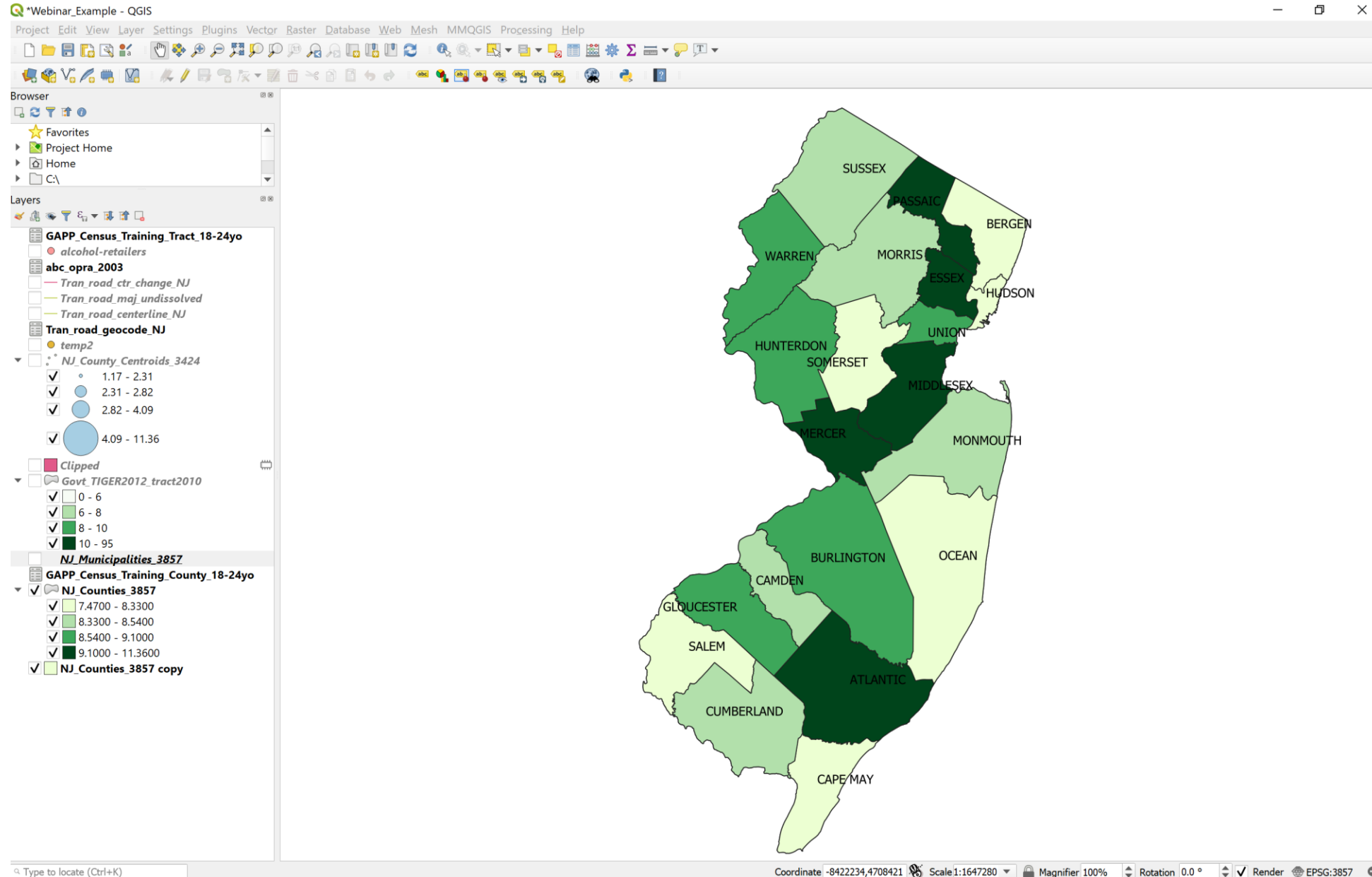
GIS Example: Server Training



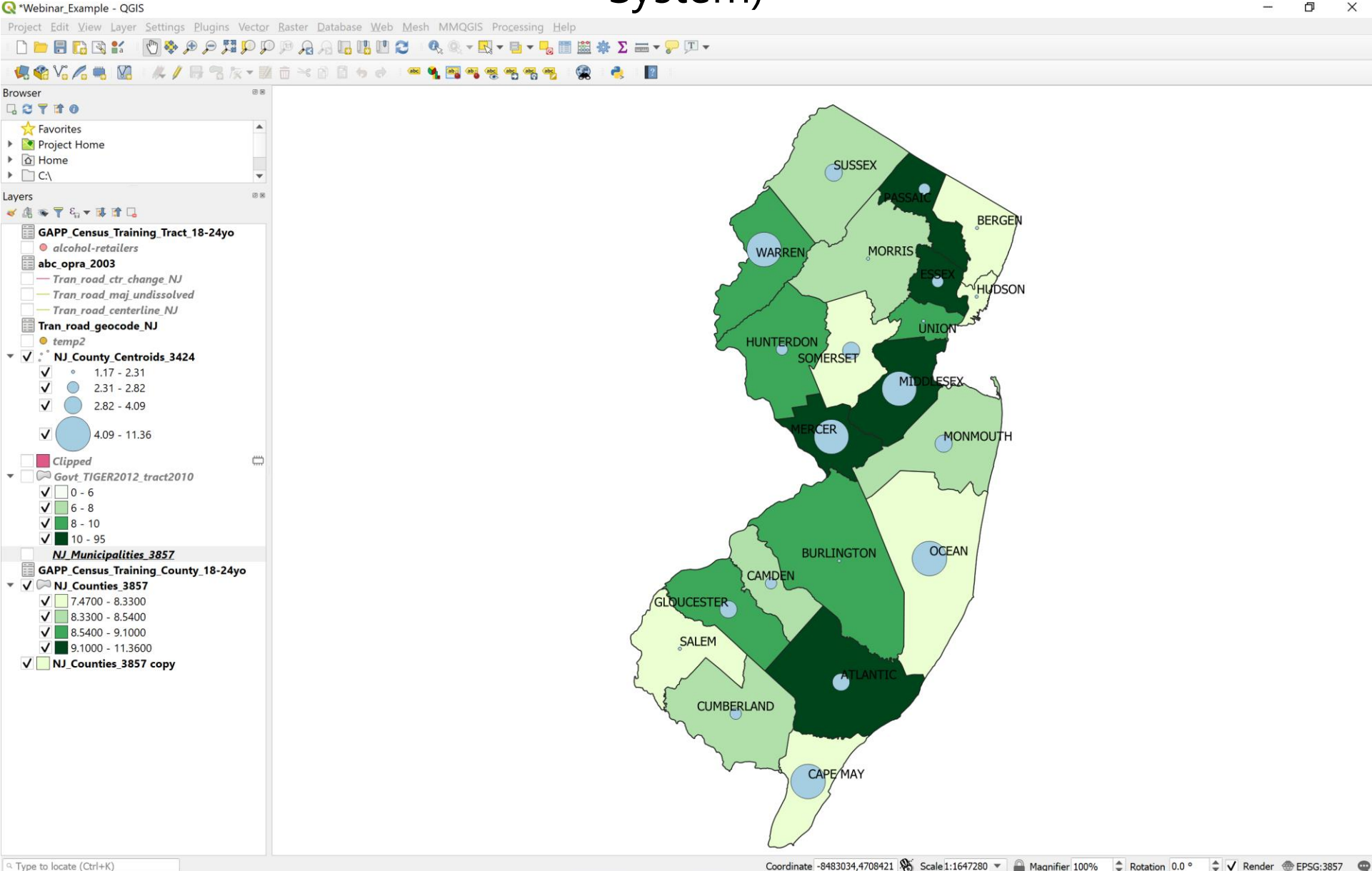
New Jersey County Map (NJ Geographic Information Network)



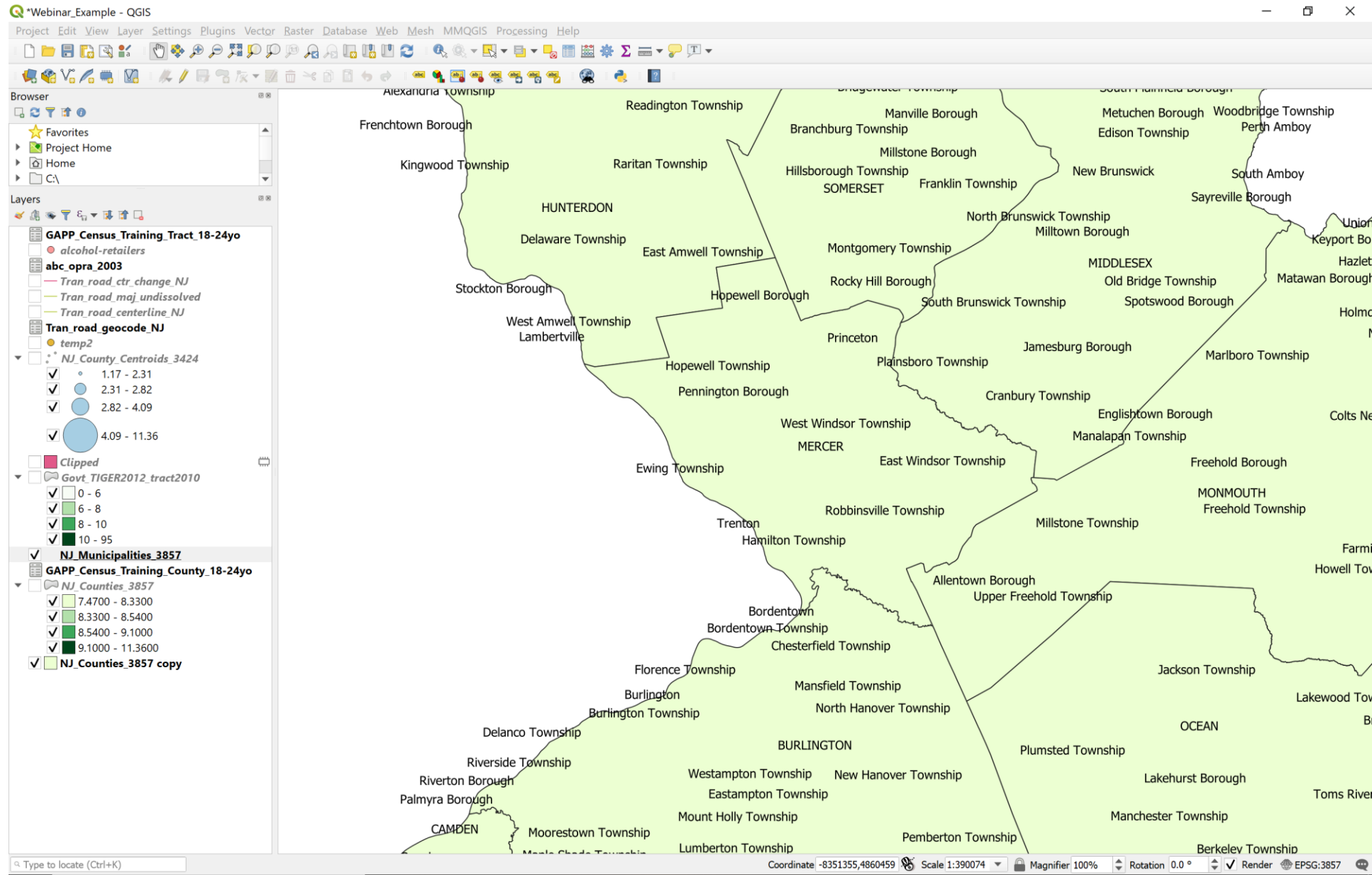
Graduated Color Map: Percentage of population between 18 and 24 years of age (US Census)



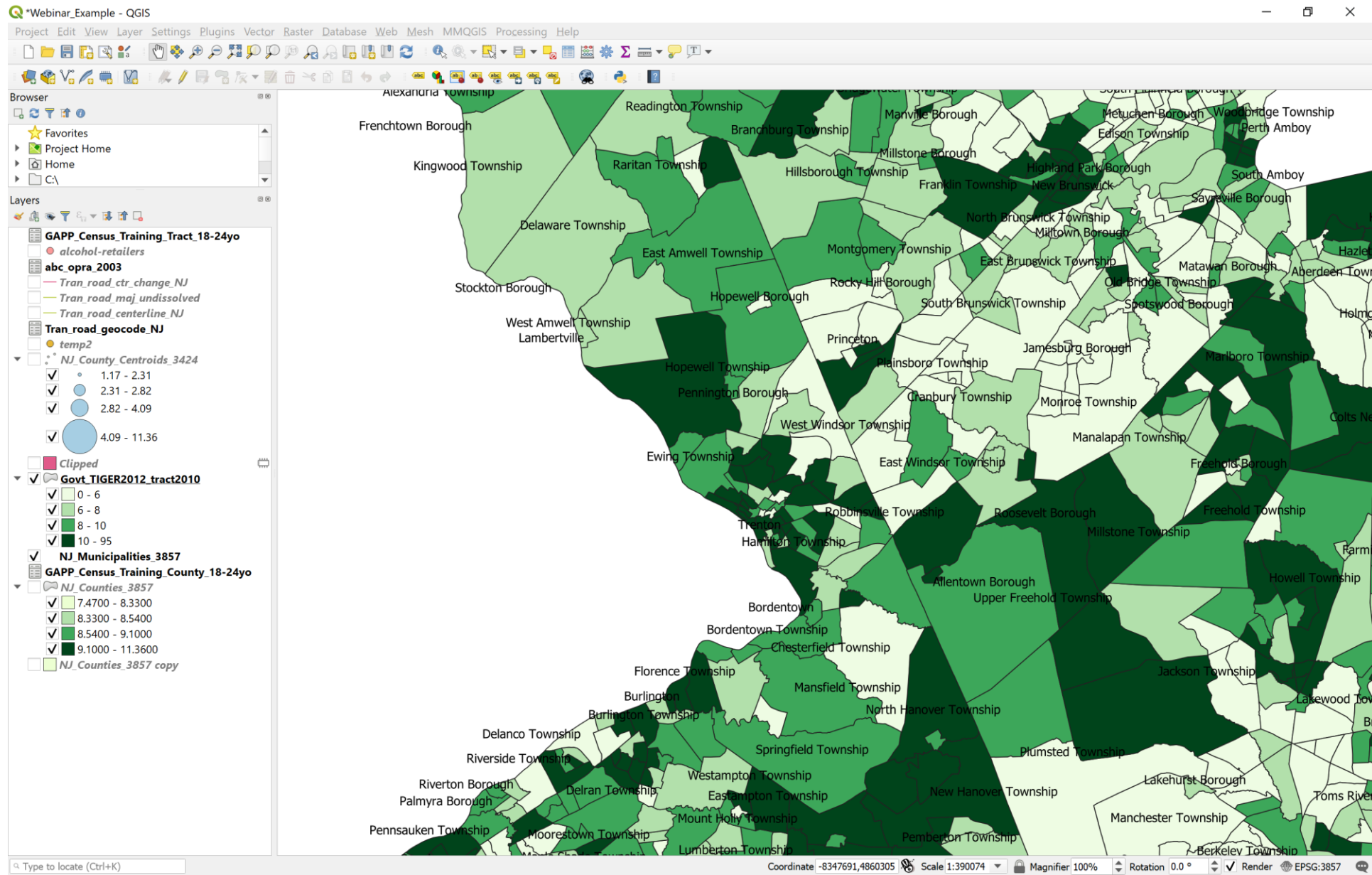
Graduated Symbol Map: Percentage of alcohol-related substance treatment admissions among 18-24 year olds (NJ Substance Abuse Monitoring System)



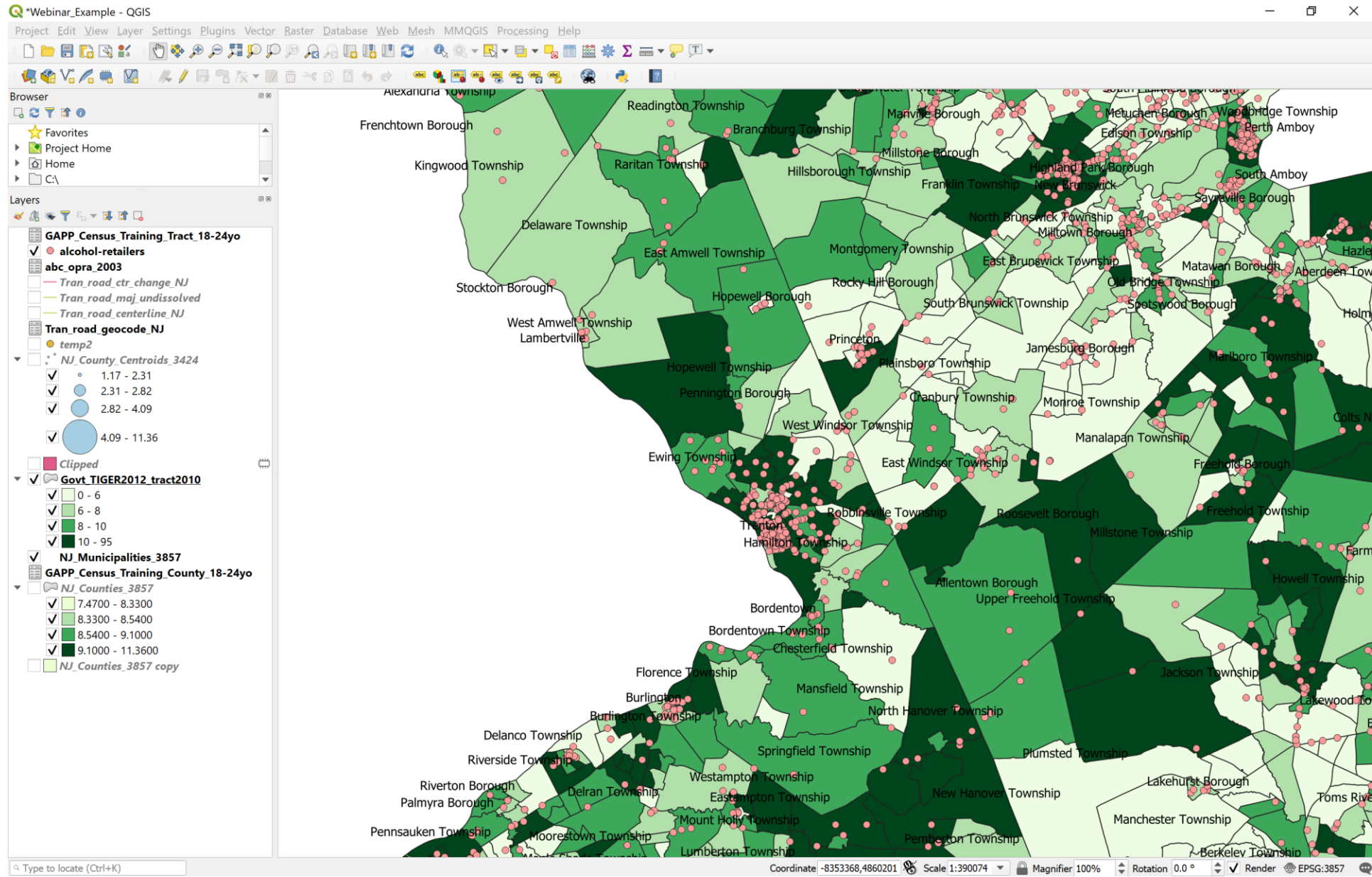
New Jersey: Mercer County Municipalities



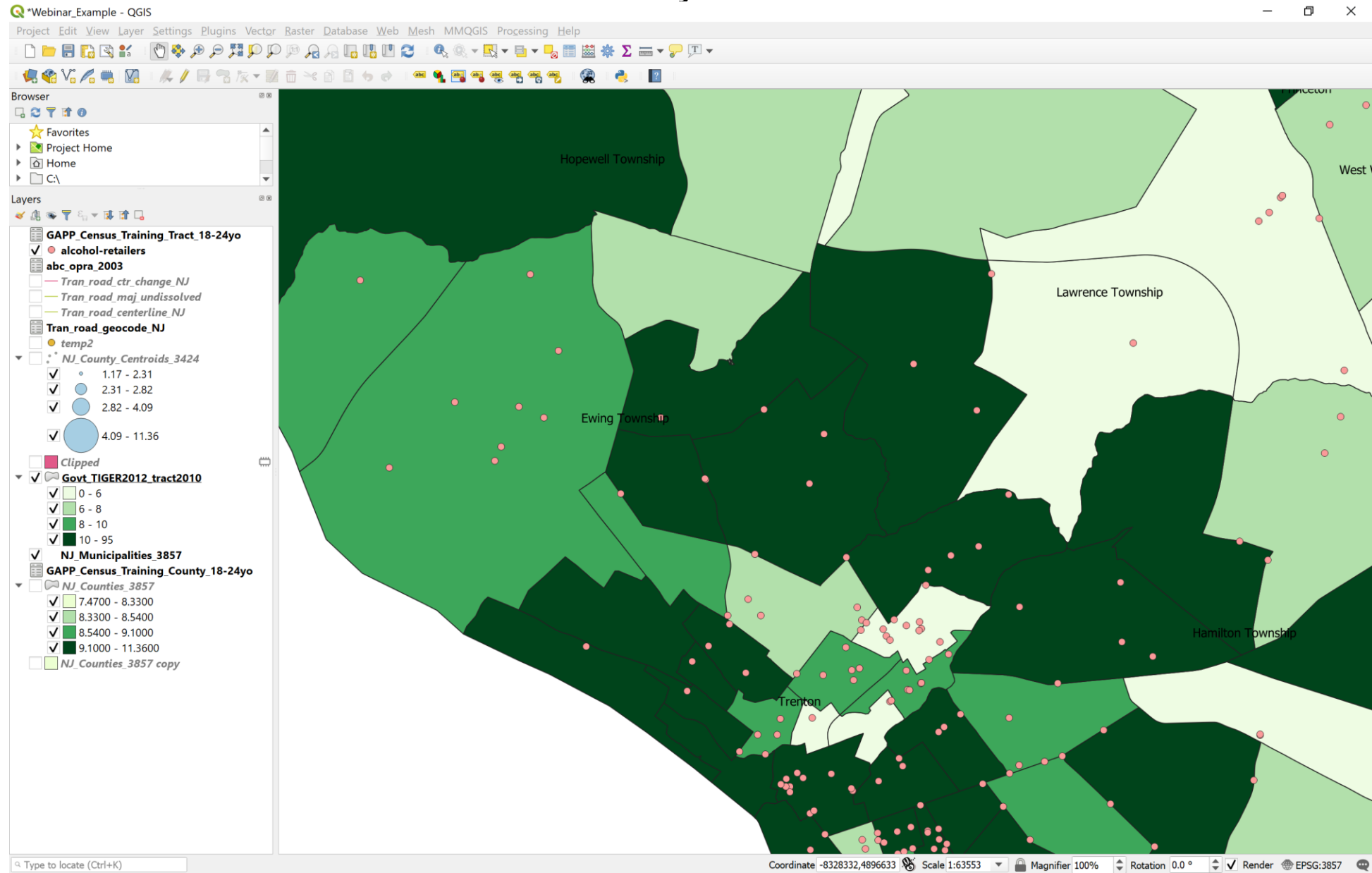
Graduated Color Map: Percentage of population between 18 and 24 years of age (US Census)



Geocoding: Alcohol retail locations (NJ Division of Alcoholic Beverage Control)



Ewing Township: Alcohol retailers located in census tracts with high percentage of 18-24 year olds



Point Information: Identifying possible locations for intervention

The screenshot displays the QGIS interface with a map of NJ municipalities. The map shows several townships: Hopewell Township, Lawrence Township, Ewing Township, Hamilton Township, and Trenton. The municipalities are shaded in various shades of green, representing different density or score ranges. Numerous red dots are scattered across the map, representing alcohol retailers. The Identify Results panel on the right provides detailed information for a selected feature.

Identify Results

Feature	Value
alcohol-retai...	
name	200 EWINGVILLE RD INC
(Deri...	
(Acti...	
Objec...	7260
Status	M
Score	95.4600000000
Matc...	A
Matc...	200 Ewingville Rd, TRENTON, NJ, 08638
Side	R
X	419680.85696200002
Y	521128.14039600000
Stree...	0
User...	882128
Mun...	Ewing Township
Cou...	MERCER
Addr...	StreetAddress
ARC...	200 EWINGVILLE RD
ARC...	EWING TWP
ARC...	NJ
ARC...	8638
licen...	1102-33-029-003
name	200 EWINGVILLE RD INC
DBA	CLUB 88
addr...	200 EWINGVILLE RD
muni	EWING TWP
st	NJ
zip	8638
Field8	

University of New Hampshire

Resolving Data Collection Challenges To Staying Ahead of the Curve

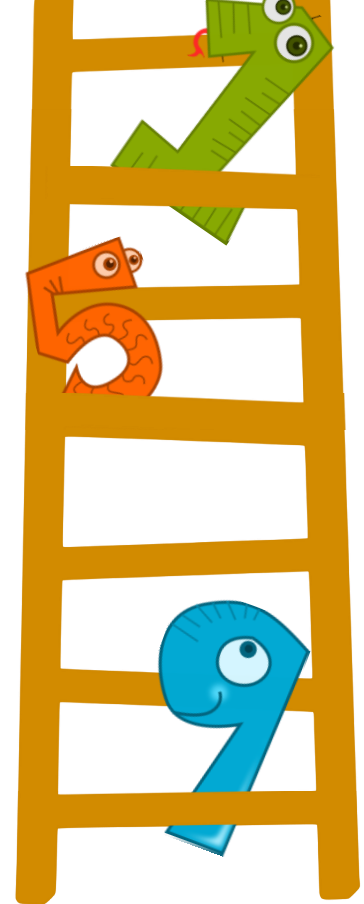


Discussion Question

What is the biggest data collection-related challenge you've encountered so far in your prevention activities?

Common Data Collection Challenges

- “Predicting the curve”
- Lack of available data collection tools
- Short timeframe for an involved process
- Obtaining real-time data
- Data quality, completeness, availability
- Insufficient prevention resources or infrastructure
- Finding data on specific populations of focus (e.g. tribal communities, LGBTQ+ youth, young adults in college)



Addressing Data Collection Challenges

- Prioritize relationship development and be clear about roles
- Build toward cultural appropriateness
- Refine existing data
- Explore other data resources
- Keep collecting!
- Consider consistency from the get-go
- Limit, control and manage bias
- **Ensure that data are compiled in ways to facilitate easy interpretation (E.g., using GIS)**

GIS: Emerging Substance Issues

- Youth access to electronic nicotine delivery systems (ENDS)
- Examining a potential policy strategy used in tobacco control to reduce access and visibility of tobacco products
 - Restrict locations within a fixed distance around schools and other youth-serving locations

GIS: Vape Retail Example

- Considerations
 - Without licensing data it may be difficult to get a full listing of vape retail before licensing occurs
 - How might a buffer's size change in a rural vs. urban area?
- Data
 - Many states provide open data that is georeferenced for use in a GIS
 - NJ provides the point locations of public, private, and charter schools
 - Always check the metadata to understand the full context of what you will see on the map

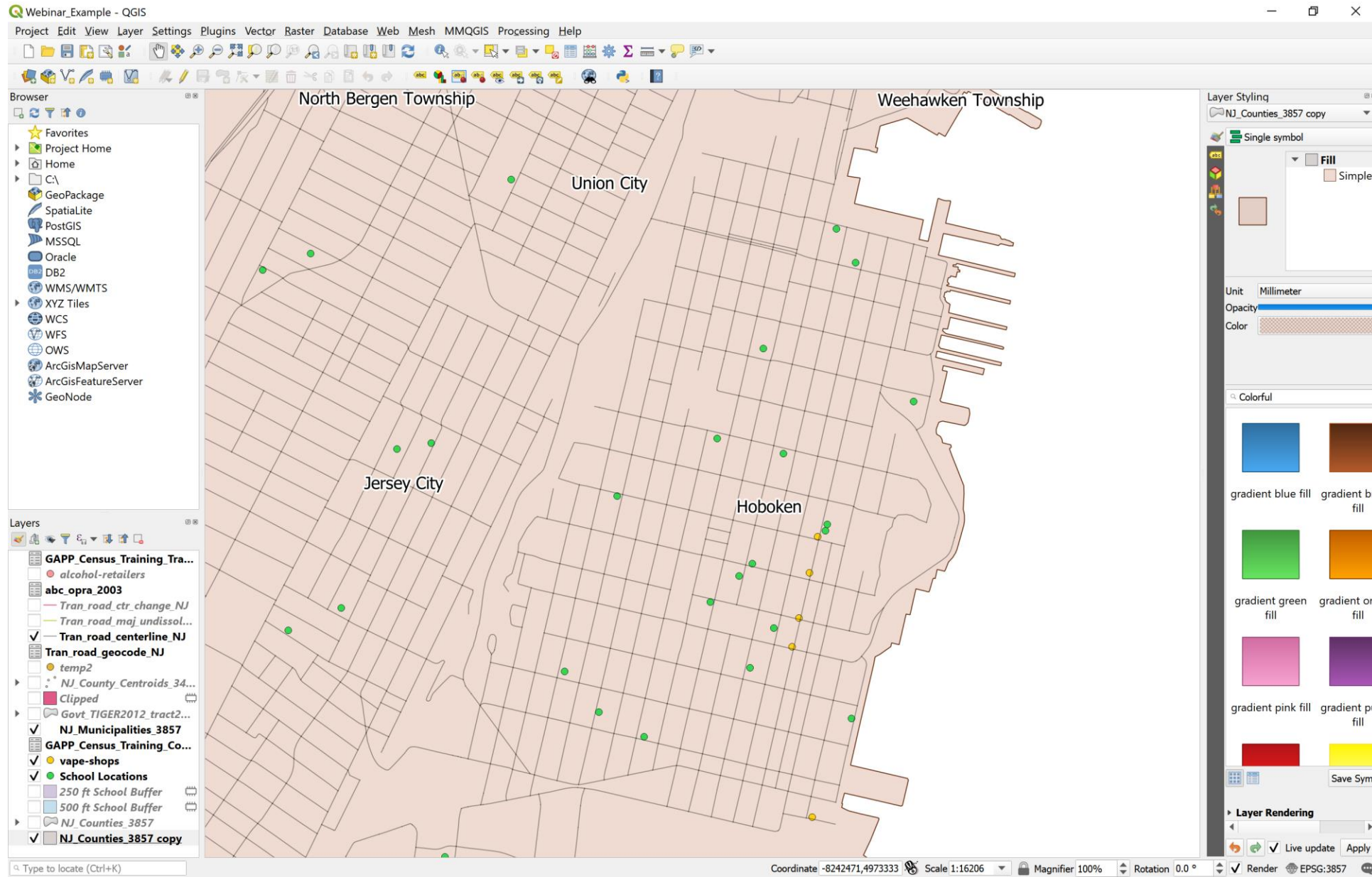
GIS: Skills Used

- Geocoding
 - Placing a point on a map to indicate an address location
- Buffer Analysis
 - Drawing a buffer around a point location

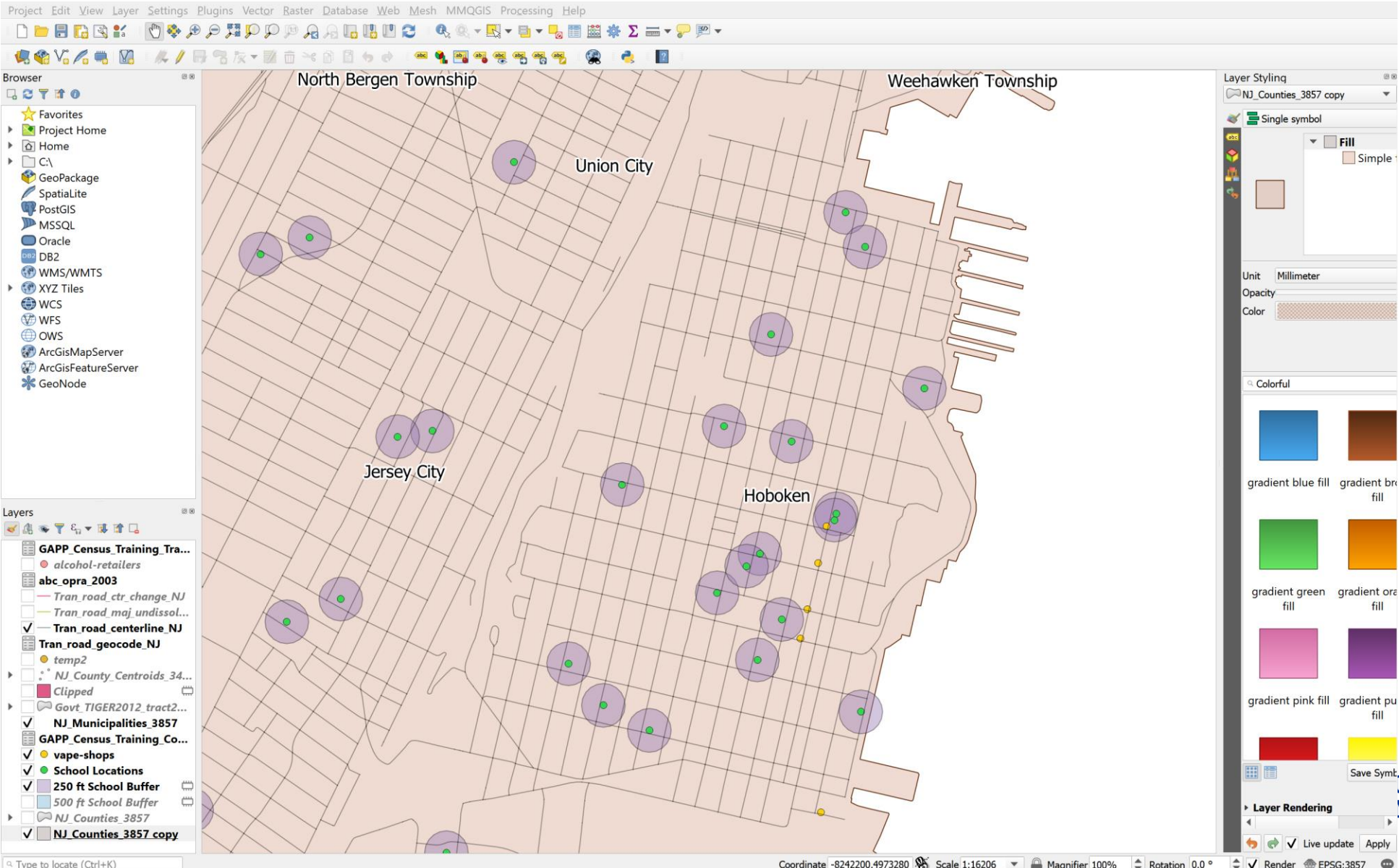
GIS Example: Vape Store Locations



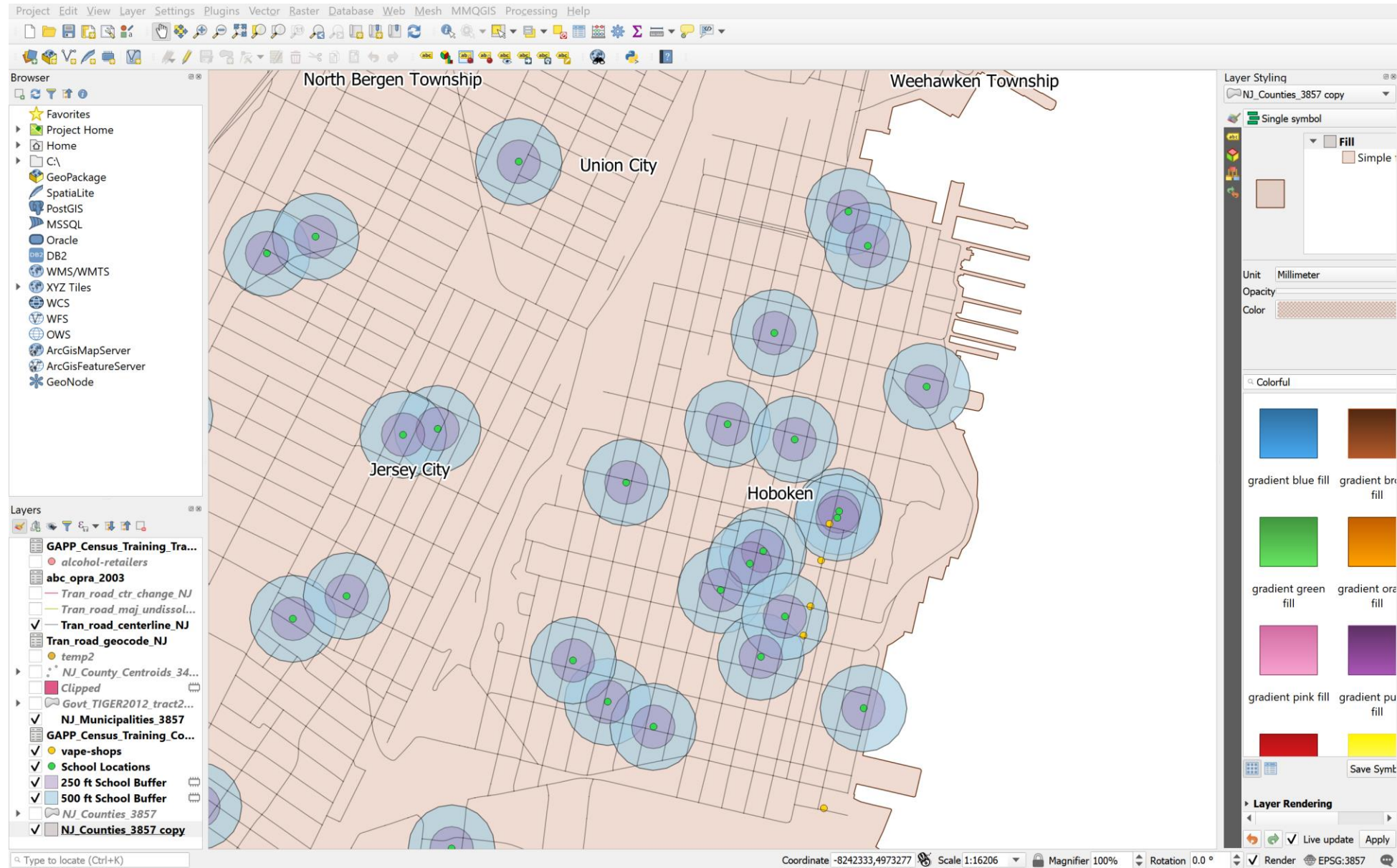
Hoboken, NJ: Point Locations of Schools and Vape Shops (New Jersey Geographic Information Network & google)



Buffer: 250 Foot No Nicotine Retail Zone



Buffer: 500 foot No Nicotine Retail Zone



Buffer: Qualitative GIS: Adding context to the maps

The image illustrates the application of buffers in a GIS environment. On the left, a Google Street View shows a street scene in Hoboken, New Jersey, with a car and pedestrians. On the right, a GIS map displays the same area with school locations (green dots) and their 250 ft (purple) and 500 ft (blue) buffers. The map is overlaid on a light pink background representing Weehawken Township. The GIS interface includes a Layers panel on the left, a Layer Styling panel on the right, and a status bar at the bottom.

Layers Panel:

- GAPP_Census_Training_Tra...
- alcohol-retailers
- abc_opra_2003
- Tran_road_ctr_change_NJ
- Tran_road_maj_undissol...
- Tran_road_centerline_NJ
- Tran_road_geocode_NJ
- temp2
- NJ_County_Centroids_34...
- Clipped
- Govt_TIGER2012_tract2...
- NJ_Municipalities_3857
- GAPP_Census_Training.Co...
- vape-shops
- School Locations
- 250 ft School Buffer
- 500 ft School Buffer
- NJ_Counties_3857
- NJ_Counties_3857 copy

Layer Styling Panel:

- Single symbol
- Fill: Simple
- Unit: Millimeter
- Opacity: [Slider]
- Color: [Color Picker]

Status Bar:

- Coordinate: -8242333,4973277
- Scale: 1:16206
- Magnifier: 100%
- Rotation: 0.0 °
- Render: EPSG:3857

Final Discussion Questions



- If you could ask an expert anything about data collection generally or using GIS, what would you ask?
- What is one action step you might take to apply what we've discussed today?

Questions?



Evaluation

Please take the time to complete a brief evaluation:

<https://ttc-gpra.org/P?s=422758>



Your feedback is appreciated!



Thank You!

If you have questions or comments, don't hesitate to contact:

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