



Health and Learning Data Strategy Framework: Monitoring Healthy Communities of Learning

Report Team:

Constance Milbrath, UBC HELP

Denise Buote, Arbor Educational & Clinical Consulting

Nadine Valk, Canadian Council on Learning

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Overview

1. Background
2. Definitions
3. Data Measurement and Monitoring
4. Strengths in Canada
5. Gaps in Canada
6. Next steps

Background

CCL



Report on lifelong learning of Canadians



Health & Learning seen as critical



Health Learning Knowledge Centre (HLKC)



17 organizations  working groups



1. Health Literacy
2. Sustaining healthy communities
3. Strengthening capacity



Healthy Community of Learning

A **healthy community of learning** provides a physical and social environment that is rich in the resources that allow individuals to engage, connect, and participate in order to maximize their potential for health and learning across the life span.



Ingredients of Healthy Communities

The health of communities rests on:

1. a community's **capacity** to meet and develop the health and learning needs of its citizens
2. the **health literacy** of its citizens



their ability “.. to access, understand, appraise and communicate information to engage with the demands of different health contexts in order to promote and maintain good health across the life-course (Rootman, 2007).



Working Groups

1. Early childhood education
2. School-aged children in school settings
3. School-aged children in community settings
4. Youth engagement
5. Young adults
6. Adults
7. Older adults
8. Expert panel on health literacy
9. Other voices
10. Education strategies for health professionals
11. Community-based and practice-driven research

1. Health Literacy
2. Sustaining healthy communities
3. Strengthening capacity

Data Measurement & Monitoring

- ✓ Data is essential to monitoring our progress toward increasing health literacy, overall health of communities and increasing capacity.
- ✓ Data choices always need to be specific to the questions and goals they aim to address



Outcome data



Inputs

Process data

Data Driven Monitoring

The use of indicators allows us to have a way of speaking the same language as we progress.

The use of indicators allows us to determine performance benchmarks (by province, municipality, neighbourhood) and set targets

EDI score  26% not ready  15/15



Data Types

- ✓ Management statistics/administrative data (e.g., hospital admission data, academic achievement)
- ✓ Structured survey data (e.g., NLSCY, EDI)
- ✓ Research study data (e.g., cross-sectional, longitudinal) on target issues
- ✓ Contextual data/statistics (e.g., census demographic data, economic data)



Data Quality: Measurement Issues

Questions to consider....

1. Does the measurement tool accurately measure what it says it measures? (validity)
2. Does the measurement tool produce similar results over time? (reliability)
3. Does the measurement tool allow for the positive identification of individuals while at the same time avoiding falsely identifying individuals? (sensitivity and specificity)
4. Does the measurement tool take into account change over time? (responsive to change)
5. Do results inform decisions regarding the population of focus?



The Complexity of Developing a Comprehensive Data System

- ✓ Diverse approaches to and formats for reporting.
- ✓ Lack of comparability with existing benchmarks.
- ✓ Lack of a common set of data standards.
- ✓ Data gaps on specific subgroups.
- ✓ Poor public or stakeholder input & accessibility.
- ✓ Timeliness: time frame in which outcomes can be accessed is a poor match for time frame of data.
- ✓ Finances are not available or are time limited.

Where to Begin....

Examined the foci of each of the HLKC working groups (their foci stemmed from a multi-faceted approach such as literature review, community consultations)



Searched for data sources that could potentially be used as ways to monitor progress toward supporting and enhancing healthy communities of learning



Identified gaps in data



Early Childhood Education

Working Group Foci

1. Early childcare policy (access to high quality and affordable early learning and care opportunities that positively support child development.)
2. Parental leave policies and family friendly work places
3. Access to health professionals



Early Childhood Data Sources

1. Early Childcare Policy

- ✓ ECE education and training (Childcare Human Resources Sector Council)
- ✓ School readiness measures (e.g., EDI, EYE)

2. Health Surveys

- ✓ National Population Health Survey
- ✓ Aboriginal Children's Survey
- ✓ Participation and Limited Activity Survey
- ✓ Quebec Longitudinal Study of Child Development
- ✓ NLSCY
- ✓ Health Services Access Survey (Cdn Community Health Survey)
- ✓ PHAC and various provincial databases

3. Work Policies

- ✓ Institute for Health and Social Policy



Early Childhood Data Gaps

- ✓ Data specific to meeting the community learning needs of children with special needs
- ✓ Level of access to and usage of community resources (including child care) for children from all SES groups.
- ✓ Quality of child care settings
- ✓ Degree of health, social services and education services for children in the early years
- ✓ Data for children living on reserves
- ✓ Data for children who have English as their second language
- ✓ Data for children in foster care
- ✓ Degree of culturally sensitive health care practices



Areas of Strengths in Canada

- ✓ National surveys that are conducted regularly and provide a fairly comprehensive global picture in some areas.

National Population Health Survey

Health Behavior in School-Aged Children

Canadian Community Health Survey

Youth Smoking Survey

- ✓ The use of measures that are gaining momentum across the country (e.g., EDI) that allow for a common dialogue
- ✓ Provincial efforts to link data

Examples of Provincially Linked Databases:

- ❖ The Population Health Research Data Repository in Manitoba
- ❖ Population Data BC

Sub Groups

Overall, several data sources exist for:

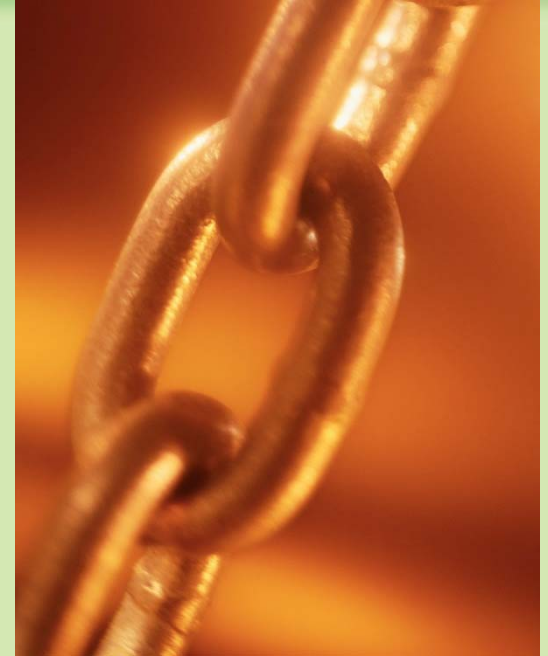
- ✓ School-aged children
- ✓ Youth
- ✓ Young adults
- ✓ Adults

Some data exists for:

- ✓ Early childhood education
- ✓ Health professionals awareness of health literacy
- ✓ Community-based research

Limited data exists for:

- ✓ Older adults
- ✓ Other voices

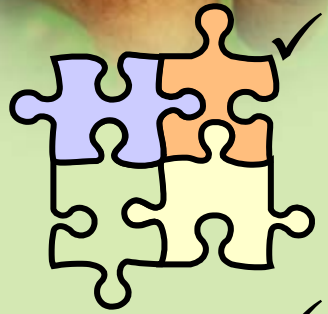




Areas to be Addressed

- ✓ Fragmentation in data due to division of provincial, territorial and federal data collection
- ✓ Lack of tools that are administered across Canada on regular basis that can be used as longitudinal data and as comparisons
- ✓ Development of tools that are sensitive to the diversity within Canada
- ✓ Data from populations that are harder to reach (e.g., ESL, Special Needs, Homeless)

Next Steps



- ✓ Develop high quality data repositories that allow the linkages of several data sources for individuals.
- ✓ Examine ways there can be some uniformity across the provinces and the territories in data collection.
- ✓ Assess gaps and develop ways to collect data that is meaningful and can help Canada make progress on increasing health literacy, enhance healthy communities and increase the capacity of communities.