What’s Happening in Your Community?

A Community Needs Assessment Data Book

March 2015
What’s Happening in Wherever?

A Community Needs Assessment Data Book

March 2015
Have used the data book before?

A. Yes, I have used previous versions of the data book.

B. No, this is new to me.
Learning Objectives

• Describe the contents of this data book and articulate how the data relate to the CPWI logic model.
• Describe the two different templates of the data book.
• Understand the types of data presented in the data book.
• Understand the new data elements in the data book.
• Apply data analysis skills to interpret tables and charts included in the data book.
Learning Objectives

✔ Describe the contents of this data book and articulate how the data relate to the CPWI logic model.

☐ Describe the two different templates of the data book.

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☐ Understand the new data elements in the data book.

☐ Apply data analysis skills to interpret tables and charts included in the data book.
Purpose of the Data Book

• The data book provides data for your needs assessment.
• The data book is organized around the CPWI logic model.
[Name] Coalition Logic Model

Long-Term Consequences

School Performance

Youth Delinquency

Mental Health

[Add Yours Here]

Behavioral Health Problems (Consumption)

Any Underage Drinking

Underage Problem and Heavy Drinking

[Add Yours Here]

Intervening Variables (Risk/Protective Factors)

Community Disorganization/Community Connectedness

Alcohol Availability: Retail or Social Access

Promotion of Alcohol

Alcohol Laws: Enforcement; Penalties; Regulations

Low Commitment to School

Favorable Attitudes/Perception of Harm

Friends Who Use

[Based on assessment]

Risk & Protective Factors:

[Add Yours Here]

Local Conditions and Contributing Factors

Community engagement/Coalition development:

[Coalition Name] [Add Yours Here]

Public Awareness:

[Add Yours Here]

Environmental Strategies:

[Add Yours Here]

School-based Prevention/Intervention Services:

Student Assistance Program

Direct Services:

[Add Yours Here]

Strategies & Local Implementation

Community engagement/Coalition development:

[Coalition Name] [Add Yours Here]

Public Awareness:

[Add Yours Here]

Environmental Strategies:

[Add Yours Here]

School-based Prevention/Intervention Services:

Student Assistance Program

Direct Services:

[Add Yours Here]

Evaluation Plan

State Assessment

Local Assessment

Plan/Implementation

Reporting/Eval

What is the problem?

Why?

Why here?

But why here?

What are we doing about it?

So what? How will we know?

...and we will use these tools to measure our impact...

Community engagement/Coalition development:

Annual Coalition Survey Sustainability Documentation

Public Awareness:

Process measures Community Survey

Environmental Strategies:

Process measures Community Survey; HYS

Prevention/Intervention Services:

pre/post

Direct Services:

Assigned Program pre/post and process measures; HYS

...with these common factors...

...specifically in our community...

...can be addressed thru these strategies...

...and we will use these tools to measure our impact...

(10-15 years)

(5-10 years)

(2-5 years)

(6 months – 2 years)
**Consequences**
Behaviors that are known to be associated with substance use

**Consumption**
Measure of the number of youth using/consuming alcohol and other substances

**Intervening Variables**
Characteristics that are strongly predictive of underage drinking and substance use

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**School performance**
- Self-reported grades
- Skipping school
- Graduation rates

**Youth Delinquency**
- Self-reported fighting
- Carrying a weapon
- Gang membership
- Drinking and driving
- Arrest rates
- Weapon incidents in schools

**Mental Health**
- Depression
- Considering suicide
- Suicide attempts

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**Youth Alcohol Use**
- Current drinking
- Problem or heavy drinking
- Other substance use – tobacco, marijuana, other illegal drugs, prescription drugs

---

**Alcohol Availability**
- Ease of access and usual sources
- Density of licenses

**Promotion of Alcohol**

**Risk of Alcohol Use**
- Enforcement risk
- Perception of harm

**Norms**
- Youth, peers, and adults

---

**Risk & Protective Factors**
- Poor family management
- Early initiation of drugs
- Intentions to use drugs
- Friends’ use of drugs
- Social skills

---

**Measures**

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**[Community Connectedness]**
Consequence Data

CONSEQUENCES | Behaviors that are known to be associated with substance abuse

CORE Measures of School Performance (2012, Percent)

- Extended Graduation
- Overtime Graduation
- Annual (Event) Dropouts

<table>
<thead>
<tr>
<th>Measure</th>
<th>Wherever</th>
<th>School Districts Like Us</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Graduation Rate</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Overtime Graduation Rate</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Annual (Event) Dropouts Rate</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

CORE Measures of School Performance

Extended Graduation Rate. The rate per 100 of students in the freshman cohort who graduate including those students who stay in school and take more than four years to complete their degree.
Consumption Data

### CONSUMPTION

**Measures of the number of youth using/consuming alcohol and other substances**

<table>
<thead>
<tr>
<th>HYS Measures of Youth Substance Use (2014, Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wherever</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Current marijuana use Grade 8</td>
</tr>
<tr>
<td>Current other illegal drug use Grade 8</td>
</tr>
<tr>
<td>Current prescription drug use Grade 8</td>
</tr>
<tr>
<td>Current marijuana use Grade 10</td>
</tr>
<tr>
<td>Current other illegal drug use Grade 10</td>
</tr>
<tr>
<td>Current prescription drug use Grade 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HYS Measures of Youth Substance Use</th>
<th>Wherever</th>
<th>School Districts Like Us</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Marijuana Use. During the past 30 days, on how many days did you: Use marijuana or hashish? (District results: Use any days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>7%</td>
<td>a</td>
<td>8%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>10%</td>
<td>a</td>
<td>11%</td>
</tr>
<tr>
<td>Current Other Illegal Drug Use. During the past 30 days, did you: Use another illegal drug? (District results: Use any day)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>8%</td>
<td>a</td>
<td>8%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>10%</td>
<td>a</td>
<td>11%</td>
</tr>
</tbody>
</table>
Intervening Variables

INTERVENING VARIABLES | Characteristics that are strongly predictive of underage drinking/substance abuse

CORE Measures of Alcohol Availability (2013, Rate per 1,000)

- Wherever
- slu
- State

<table>
<thead>
<tr>
<th>Active alcohol retailers</th>
<th>Wherever</th>
<th>School Districts Like Us</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Alcohol Retailers. The number of alcohol retail licenses active during the year, per 1,000 persons (all ages). Retail licenses include restaurants, grocery stores, and wine shops but do not include state liquor stores and agencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Sources

Washington State Healthy Youth Survey (HYS)
- School-based survey in 6th, 8th, 10th, and 12th grade
- Conducted every two years
- Small schools/school districts eligible to participate in “small school pilot”, which surveys 7th, 9th, 11th graders in 2014

Community Outcome and Risk Evaluation (CORE) System
- Archival/administrative data
- Data from various agencies: DSHS, DOH, LCB, DOL, OFM
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- Apply data analysis skills to interpret tables and charts included in the data book.
Data Book Templates: Regular

HYS Measures of Youth Substance Use (2014, Percent)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade 8</th>
<th>Grade 10</th>
<th>School District Like Us</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Drinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem/Heavy Drinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Tobacco Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- b: Statistically significant at the 0.05 level.
- c: Statistically significant at the 0.01 level.
## Data Book Templates: Small Community

### HYS Measures of Youth Substance Use (2014, Percent)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Community X</th>
<th>School Districts Like Us</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Drinking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8,10</td>
<td>15%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Problem/Heavy Drinking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8,10</td>
<td>10%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Current Tobacco Use</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8,10</td>
<td>11%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Current Drinking</strong> Grade 8,9,10,11,12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem/Heavy Drinking</strong> Grade 8,9,10,11,12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table: HYS Measures of Youth Substance Use

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Drinking</strong></td>
<td>8 and 10</td>
<td>11%</td>
<td>15%</td>
<td></td>
<td>21%</td>
<td>17%</td>
<td>18%</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Problem/Heavy Drinking</strong></td>
<td>8 and 10</td>
<td>9%</td>
<td>10%</td>
<td></td>
<td>15%</td>
<td>12%</td>
<td>12%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td><strong>Current Tobacco Use</strong></td>
<td>8 and 10</td>
<td>5%</td>
<td>11%</td>
<td></td>
<td>13%</td>
<td>9%</td>
<td>9%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td><strong>Problem/Heavy Drinking</strong></td>
<td>8,9,10,11,12</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The bar chart includes 2014 HYS results for your school district area, “school districts like us” and the state.

a  The 2014 rate is significantly different from the 2012 rate.

b  The “school districts like us” rate is significantly different from your school district area rate.

c  The state rate is significantly different from your district area rate.

d  Fewer than 30 students answered this question.
Why bother with two templates?
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Types of Data

Most recent data
- Healthy Youth Survey – 2012 and 2014
- CORE data – 2 years

Trend data

Demographic profile
Most Recent Data: HYS

Charts compare 2014 community, SDLU, and state results.

Tables present community and state rates, by grade and year.

Table notes:
- The bar chart includes 2014 HYS district and state results.
- The 2014 rate is significantly different from the 2012 rate.
- The SDLU rate is significantly different from your district area rate.
- The state rate is significantly different than your district rate.
- Fewer than 30 students answered this question.
What is “school districts like us” (SDLU)?

• SDLU are communities that share similar demographic and socioeconomic characteristics as yours

Similar characteristics in

• Race/ethnicity
• Poverty level
• Population density
• Relationship between school district and community (% levy approved)
Interpret HYS Data Chart

HYS Measures of Youth Substance Use (2014, Percent)

- Current drinking
  - Grade 8: Community X 17%, School District Like Us 13%, State 8%
  - Grade 10: Community X 20%, School District Like Us 23%, State 21%
- Problem/heavy drinking
  - Grade 8: Community X 15%, School District Like Us 11%, State 5%
  - Grade 10: Community X 18%, School District Like Us 18%, State 13%
- Current tobacco use
  - Grade 8: Community X 5%, School District Like Us 6%, State 4%
  - Grade 10: Community X 10%, School District Like Us 10%, State 10%
### Interpret HYS Data Tables

#### a. Community 2014 rate is significantly different from the 2012 rate.

<table>
<thead>
<tr>
<th>HYS Measures of Youths</th>
<th>Community X</th>
<th>School District Like US</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Drinking</strong></td>
<td>2012</td>
<td>2014</td>
</tr>
<tr>
<td>Drink a glass, can or bottle of beer? (District results: Drink any days)</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Problem/Heavy Drinking. (District results: 3-5 days drinking in the past 30 days and/or 1 binge past 2 weeks, or 6+ days drinking in the past 30 days and/or 2+ binge past 2 weeks)</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>Current Tobacco Use. During the past 30 days, on how many days did you: Smoke cigarettes, or: Use chewing tobacco, snuff, or dip? (District results: Use either on any days)</td>
<td>8</td>
<td>19%</td>
</tr>
<tr>
<td>10</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
<td>10</td>
<td>13%</td>
<td>10%</td>
</tr>
</tbody>
</table>

#### b. SDLU rate is significantly different from the community rate.

#### c. State rate is significantly different from the community rate.

#### d. Fewer than 30 students answered the question. Interpret with caution.
Interpret HYS Data Chart

HYS Measures of Youth Substance Use *(2014, Percent)*

- **Current marijuana use Grade 8,10**: Community 10%, School Districts Like Us 16%, State 13%
- **Current other illegal drug use Grade 8,10**: Community 3%, School Districts Like Us 4%, State 3%
- **Current prescription drug use Grade 8,10**: Community 5%, School Districts Like Us 4%, State 3%
- **Current marijuana use Grade 8,9,10,11,12**: Community 19%
- **Current other illegal drug use Grade 8,9,10,11,12**: Community 5%
- **Current prescription drug use Grade 8,9,10,11,12**: Community 4%
Why combining results for small communities

Past 30-day alcohol use in Community X

- **10th grade only**
  - N= 79, CI=+/-10.7%

- **8th and 10th combined**
  - N= 166, CI=+/-6.6%

- **All grade 8th - 12th combined**
  - N= 339, CI=+/-5.2%
Interpret the HYS Data Tables

8th and 10th grades combined, compared with SDLU and State rates

<table>
<thead>
<tr>
<th>HYS Measures of Youth Substance Use</th>
<th>Community X</th>
<th>School Districts Like Us</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Marijuana Use. During the past 30 days, on how many days did you: Use marijuana or hashish? (District results: Use any days)</td>
<td>8 and 10</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>8,9,10,11,12</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Current Other Illegal Drug Use. During the past 30 days, on how many days did you: not counting alcohol, tobacco, or marijuana, use another illegal drug? (District results: Use any days)</td>
<td>8 and 10</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>8,9,10,11,12</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Current Prescription Drug Use. During the past 30 days, on how many days did you: Use a pain killer to get high, like Vicodin, OxyContin or Percocet? (District results: Use any days)</td>
<td>8 and 10</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>8,9,10,11,12</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

* The bar chart includes 2014 HYS results for your school district area, "school districts like us," and the state.

** The 2014 rate is significantly different from the 2012 rate.

*** The state rate is significantly different from your district area rate.

All grades 8th to 12th combined for 2014
Interpret CORE Data Charts and Tables

- Community rate
- SDLU rate
- State rate
- No confidence intervals

Denominators may be different for different measures

May have missing data

SDLU rate is presented in table; county rate can be found in trend charts
Trend Data: Large Communities

Perceived Availability of Drugs

<table>
<thead>
<tr>
<th></th>
<th>State Grade 8</th>
<th>State Grade 10</th>
<th>Community X Grade 8</th>
<th>Community X Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>23%</td>
<td>32%</td>
<td>26%</td>
<td>33%</td>
</tr>
<tr>
<td>2008</td>
<td>21%</td>
<td>33%</td>
<td>22%</td>
<td>33%</td>
</tr>
<tr>
<td>2010</td>
<td>25%</td>
<td>34%</td>
<td>28%</td>
<td>35%</td>
</tr>
<tr>
<td>2012</td>
<td>24%</td>
<td>34%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>2014</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
<td>28%</td>
</tr>
</tbody>
</table>

**SCALE QUESTIONS**
- If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?
- If you wanted to get some cigarettes, how easy would it be for you to get some?
- If you wanted to get some marijuana, how easy would it be for you to get some?
- If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?
Trend Data: Small Communities

Parental Attitudes Tolerant of Substance Use

<table>
<thead>
<tr>
<th>Year</th>
<th>State Grade 8,9,10,11,12</th>
<th>Community X Grade 8 and 10</th>
<th>Community X Grade 8,9,10,11,12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>37%</td>
<td>46%</td>
<td>37%</td>
</tr>
<tr>
<td>2008</td>
<td>29%</td>
<td>40%</td>
<td>29%</td>
</tr>
<tr>
<td>2010</td>
<td>31%</td>
<td>59%</td>
<td>31%</td>
</tr>
<tr>
<td>2012</td>
<td>59%</td>
<td>59%</td>
<td>59%</td>
</tr>
<tr>
<td>2014</td>
<td>54%</td>
<td>54%</td>
<td>54%</td>
</tr>
</tbody>
</table>

**Scale Questions**
- How wrong do you parents feel it would be for you to drink beer, wine, or hard liquor regulary (at least once or twice a month)?
- How wrong do your parents feel it would be for you to smoke cigarettes?
- How wrong do your parents feel it would be for you to smoke marijuana?
How to Interpret Trends: HYS Data

HYS Measures of School Performance

Low Grades in School

Trend lines present state and community results by grade.

Unconnected lines indicate gap in data.
How to Interpret Trends: CORE Data

Youth Delinquency

Arrests (Age 10-17), Alcohol Violation (Rate per 1,000)

- Check the units of measurement.
- County level data presented here
Demographic Profile

Race/Ethnicity (count/percent)

- White: 44104 (57%)
- Asian: 10442 (14%)
- Black: 12696 (16%)
- Hispanic: 1561 (2%)
- Native American: 8390 (11%)

Age Composition (count/percent)

- 0 to 9 years: 13525 (18%)
- 10 to 14 years: 4592 (6%)
- 15 to 17 years: 2480 (3%)
- 18 to 24 years: 10730 (14%)
- 25 to 49 years: 25941 (34%)
- 50 to 64 years: 11806 (15%)
- 65+ years: 8117 (10%)
HYS Participation Rate

• Located on the inside cover of the data book
• Good participation if rate >70%
• Data not reported if participation rate <40%

<table>
<thead>
<tr>
<th>Students Participating in the 2014 Survey</th>
<th>Grade 8</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Participation Rate</td>
<td>81%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Other Sources of HYS Data: AskHYS.net

Welcome to AskHYS.net!

The Healthy Youth Survey (HYS) is a collaborative effort of the Office of the Superintendent of Public Instruction, the Department of Health, the Department of Social and Health Service’s Division of Behavioral and Health and Recovery, and Liquor Control Board.

The Healthy Youth Survey provides important survey results about the health of adolescents in Washington. County prevention coordinators, community mobilization coalitions, community public health and safety networks, and others use this information to guide policy and programs that serve youth.

AskHYS includes Survey Results

- Fact Sheets: Pre-formatted fact sheets on important HYS topics at the state and local level.
- Reports: Annual frequency reports at the state and local level, and statewide analytic reports with survey details and trend results.
- Q x Q Analysis: An interactive data query system to analyze state and local results for a single HYS question or to analyze two questions together — that is crossing one Question by another Question (Q x Q).
- Who has Results?: Past participation in HYS from 2002 to 2012 by school.

3/17/2015
Healthy Youth Survey 2014
Report of Results
Statewide Results
Grades 6, 8, 10 and 12
## Additional HYS Data

### Additional Marijuana Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Local Report Item #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifetime Use</td>
<td>18</td>
</tr>
<tr>
<td>Ways of use, source, DFC questions</td>
<td>54 - 60</td>
</tr>
<tr>
<td>Driving under the influence</td>
<td>114-115</td>
</tr>
<tr>
<td>Perception of risk, norms, other risk factors</td>
<td>166, 168, 173, 198, 218, 219, 227, 231</td>
</tr>
</tbody>
</table>

### Additional Prescription Drug Questions

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental and peer norms</td>
<td>63, 64</td>
</tr>
<tr>
<td>Perception of risk</td>
<td>65</td>
</tr>
<tr>
<td>Use prescription drug not prescribed to you</td>
<td>37</td>
</tr>
</tbody>
</table>

**How to get access** - [http://www.askhys.net/Home/GetAccess](http://www.askhys.net/Home/GetAccess)
Frequently Asked Questions
Which Topic Should We Cover Next?

- A. How to interpret confidence intervals
- B. More details about “School District Like Us”
- C. Why are data missing in my data book
- D. More details about risk and protective factors in the data book
- E. How are HYS results combined across grades
How to Interpret Confidence Intervals
Interpret Confidence Interval

- 2012 community rate
- 2012 state rate
- 95% confidence intervals

95% CI
Q. Why do you need confidence intervals?

- It’s unlikely that 100% of your students participated in the survey.
- The reported value is unlikely to be exactly the same as the “true” value for all your students.
- The confidence intervals account for the random variation due to sampling.
- The confidence intervals help you compare your results to others and over time.
Q. How do we talk about the results with the confidence intervals?

- Between 25% and 32% of the 8th grade students in our community had low grades in school.

  OR

- About 29% of the 8th grade students who took the survey reported low grades in school.
Non-significant Difference

Smoked cigarettes

Percent of students

Local
State
Significant Difference

Smoked cigarettes

Percent of students

Local

State

0 5 10 15 20 25 30
Significance Inconclusive

Smoked Cigarettes

Percent of Students Who Smoked
When are data not reported?
## Understand Missing Data

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>.</td>
<td>Data are not available.</td>
</tr>
<tr>
<td>S</td>
<td>Fewer than 15 students in the grade took the Healthy Youth Survey OR the response rate was lower than 40%. In the section &quot;Additional Healthy Youth Survey Data&quot; starting on page 24 suppressed data points are shown as gaps in the trend lines and blank cells in the tables.</td>
</tr>
<tr>
<td>NR</td>
<td>Not reliable due to non-reporting of police jurisdictions data.</td>
</tr>
<tr>
<td>UN</td>
<td>Unreliable conversion of events to report geography.</td>
</tr>
<tr>
<td>SP</td>
<td>Suppressed by agreement with data provider when denominator is below 100.</td>
</tr>
<tr>
<td>SN</td>
<td>Small Number Sample. Geography has less than 30 events in the denominator.</td>
</tr>
</tbody>
</table>
HYS Data Suppression Rules

• Fewer than 15 surveys returned in any grade
• Response rate is lower than 40%
• In results combining multiple grades: missing data from any grade
What is “School Districts Like Us”? 
Cluster Analysis

• Cluster analysis is the grouping of a set of objects in such a way that objects in the same group (called a cluster) are more similar (in some sense or another) to each other than to those in other groups (clusters).

• Characteristics are selected from factors associated with substance use outcomes.

• Characteristics must not be prevention work outcomes (e.g. school performance).

• This cluster analysis is not an evaluation of school districts.
Analysis Variables

• Race/ethnicity: % Hispanic, % White, % Asian students in K-12 school enrollment
• Poverty level: % of students eligible for free/reduced lunch
• Urban/rural proxy: population density
• Relationship between school district and community: % school levy approved
Results
Results: Groups of Communities

1. High % of minorities, high poverty;
2. Rural, median to high poverty;
3. Rural, median to low poverty;
4. Average;
5. Urban/suburban, median to high poverty; and
# Results: Cluster Means

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 enrollment</td>
<td>2,410</td>
<td>455</td>
<td>723</td>
<td>2,928</td>
<td>15,085</td>
<td>7,354</td>
</tr>
<tr>
<td>Population density</td>
<td>151</td>
<td>13</td>
<td>12</td>
<td>139</td>
<td>2,576</td>
<td>692</td>
</tr>
<tr>
<td>% Student white</td>
<td>21%</td>
<td>80%</td>
<td>84%</td>
<td>73%</td>
<td>50%</td>
<td>78%</td>
</tr>
<tr>
<td>% Student Hispanic</td>
<td>59%</td>
<td>12%</td>
<td>8%</td>
<td>18%</td>
<td>19%</td>
<td>8%</td>
</tr>
<tr>
<td>% Student Native American</td>
<td>16%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>% Eligible for lunch program</td>
<td>79%</td>
<td>62%</td>
<td>36%</td>
<td>50%</td>
<td>51%</td>
<td>26%</td>
</tr>
<tr>
<td>% Levy approved</td>
<td>40%</td>
<td>57%</td>
<td>70%</td>
<td>85%</td>
<td>92%</td>
<td>97%</td>
</tr>
<tr>
<td>N of communities</td>
<td>31</td>
<td>48</td>
<td>39</td>
<td>59</td>
<td>23</td>
<td>44</td>
</tr>
</tbody>
</table>

1. High % of minorities, high poverty; 2. Rural, median to high poverty; 3. Rural, median to low poverty; 4. Average; 5. Urban/suburban, median to high poverty; 6. Urban/Suburban, low poverty
Risk and Protective Factors
Risk and Protective Factors

• Risk factor - research-based psychosocial predictors of substance use

• Protective factor – characteristics that buffer individuals from the effects of risk factors

• Measured using scales (multiple questions) in HYS

• “At risk” – student at risk for substance use based on the factor

• “Protected” – student less likely to use substance based on the factor
Intervening Variables

The Intervening Variables in our logic model are those characteristics of the community that are likely to influence youth alcohol use. The coalition will assess these variables, and identify those that seem to have the most powerful influence. Prevention efforts will be selected that change the factors in the community that contribute to those characteristics.

- **Community Connectedness**

- **Alcohol Availability**
  - Ease of Access and
  - Retail or Social Access (Usual Source)
  - Density of Licenses

- **Risk of Alcohol Use**
  - Perception of Law Enforcement Risk
  - Perception of Risk of Harm from Alcohol Use

- **Norms around Alcohol Use**
  - Attitudes Toward Youth Drinking
  - Friends Use
  - Perception of Adult Attitudes

- **Perception of Risk Community Norms**
  - Acceptability Among Peer and Community

- **Risk and Protective Factors**
  - Parental Attitudes Tolerant of Substance Use
  - Early Initiation Of Drugs
  - Intentions To Use Drugs
  - Friends Use of Drugs
  - Social Skills
Available of Alcohol (Retail or Social Access)

Q. During the past 30 days, where did you usually get alcohol (if student used alcohol)?
Norms

Grade 8
- Community X
- School Districts Like Us

Grade 10
- Community X
- School Districts Like Us
- State

Bar chart showing norms for youth drinking not wrong, friends drink, and community drinking not wrong.
# All Risk and Protective Factors

## All Risk and Protective Factor Scales

<table>
<thead>
<tr>
<th>Community Risk Factors</th>
<th>School Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Availability of Drugs</td>
<td>School Opportunities for Prosocial Involvement</td>
</tr>
<tr>
<td>Laws and Norms Favorable to Drug Use</td>
<td>School Rewards for Prosocial Involvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Protective Factors</th>
<th>Peer-Individual Risk Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for Prosocial Involvement</td>
<td>Early Initiation of Drugs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Risk Factors</th>
<th>Peer-Individual Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Family Management</td>
<td>Social Skills</td>
</tr>
<tr>
<td>Parental Attitudes Tolerant of Substance Use</td>
<td>Belief in the Moral Order</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Protective Factors</th>
<th>Peer-Individual Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for Prosocial Involvement</td>
<td>Interactions with Pro-social Peers</td>
</tr>
<tr>
<td>Rewards for Prosocial Involvement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Risk Factors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Failure</td>
<td></td>
</tr>
<tr>
<td>Low Commitment to School</td>
<td></td>
</tr>
</tbody>
</table>
Risk and Protective Factor Scales

GRADE 10

Percent Students at Risk
- Laws and Norms Favorable to Drug Use: 32%
- Perceived Availability of Drugs: 26%

Percent Students Protected
- Community Opportunities for Prosocial Involvement: 75%
- Other: 65%
Risk and Protective Factor Scales

Parental Attitudes Tolerant of Substance Use

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Grade 8</td>
<td>31%</td>
<td>27%</td>
<td>21%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>State Grade 10</td>
<td>42%</td>
<td>44%</td>
<td>37%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Your Community Grade 8</td>
<td>33%</td>
<td>35%</td>
<td>21%</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Your Community Grade 10</td>
<td>50%</td>
<td>35%</td>
<td>42%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCALE QUESTIONS
- How wrong do you parents feel it would be for you to drink beer, wine, or hard liquor regularly (at least once or twice a month)?
- How wrong do your parents feel it would be for you to smoke cigarettes?
- How wrong do your parents feel it would be for you to smoke marijuana?
Combining HYS Results Across Grades
Methods

Results are weighted to adjust for non-response.

\[
\text{Weight}_{\text{grade } x} = \frac{\text{Enrollment}_{\text{grade } x}}{\# \text{ of Surveys Returned}_{\text{grade } x}}
\]

The influence of individual grade results on the combined results reflect the size of enrollment in each grade.
Examples of Weighted Results

Example 1

<table>
<thead>
<tr>
<th></th>
<th>8&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>10&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>8&lt;sup&gt;th&lt;/sup&gt; &amp; 10&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate of Mar. Use</td>
<td>10%</td>
<td>20%</td>
<td><strong>13.3%</strong></td>
</tr>
<tr>
<td>Enrollment</td>
<td>100</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td># of surveys returned</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Example 2

<table>
<thead>
<tr>
<th></th>
<th>8&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>10&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>8&lt;sup&gt;th&lt;/sup&gt; &amp; 10&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate of Mar. Use</td>
<td>10%</td>
<td>20%</td>
<td><strong>16.7%</strong></td>
</tr>
<tr>
<td>Enrollment</td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td># of surveys returned</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
Additional Resources

Healthy Youth Survey:

www.AskHYS.net

CORE reports:

Contacts

• Data book questions:
  – Grace Hong, Ph.D., M.P.P., DBHR/DSE
    grace.hong@dshs.wa.gov

• School Districts Like US
  – James Hu, Ph.D., DBHR/DSE
    hujs@dshs.wa.gov