What’s Happening in Your Community?

A Community Needs Assessment Data Book

May 2019
Learning Objectives

1. Understand the purpose of assessment.
2. Describe the contents of this data book and articulate how the data relates to the Community Prevention Wellness Initiative (CPWI) logic model.
3. Describe the two different templates of the data book.
4. Understand the source and types of data presented in the data book.
5. Apply data analysis skills to interpret tables and charts included in the data book.
6. Understand how to communicate about your data book data.
7. Explore additional data resources.
Purpose of Assessment

**Purpose:** to develop and update the "picture of your community".

- Identify and review data that demonstrates the needs of the community (Needs Assessment).
- Identify people, community readiness, and resources (Resource Assessment).
- Identify gaps of services for community needs (Gap Analysis).
Learning Objectives

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Purpose of the Data Book

- Developed for CPWI to assist coalitions in strategic planning.
  - Support your community’s data-based decisions.
- Provides data to start your Needs Assessment.
  - Key word is “start.”
What is a Needs Assessment?

- A systematic process for examining the current conditions of a situation (such as substance abuse) and to identify the level of risk and protection in your community.

- A community assessment will assist you in:
  - Creating an objective profile of your community.
  - Determining the geographic and demographic areas that are at greatest risk.
  - Ensuring you are putting your time and money where it will have the greatest impact.
  - Showing policy makers the need for funding your prevention programs.
  - Identifying research-based strategies to implement in your community.
Needs Assessment Process

- Work with your coalition to identify the process they will take to conduct a needs assessment.
- Your role is to help facilitate the conversation.
- Sample process:
  - Coalition overview.
  - Form data work group.
  - Review Data Book.
  - Work groups review data, including information in the data book.
  - Data work group makes recommendations to the coalition.
  - Coalition reviews and acts on data work group recommendations.
  - Coalition identifies local contributing factors that apply to prioritized intervening variables.
Considerations for a Data Workgroup

- Identify and engage local stakeholders.
- Identify members that have specific experience and/or skills.
- Include at least one team member that has an understanding of data and an ability to explain it to the larger team.
- Begin the recruitment process with an existing coalition or advisory board if applicable.
Data Book Contents

1. MEASURES AVAILABLE FOR THE COMMUNITY NEEDS ASSESSMENT
2. HOW TO READ THE CHARTS AND TABLES
   3. Consequences
   4. Consumption
   5. Intervening Variables
   6. Additional HYS Data
   7. Additional CORE Data
   8. Demographic Profile
   9. Poverty map
10. DEFINITIONS
Sources of Data

- Social indicator data
- Healthy Youth Survey
- Local Data
Data Books and the Strategic Prevention Framework

Organized around the CPWI logic model and Strategic Prevention Framework.
[Name] Coalition Logic Model

**Long-Term Consequences** (10-15 years)

**Mental Health**

- These problems...
  - School Performance
  - Youth Delinquency
  - Any Underage Drinking
  - Underage Problem and Heavy Drinking
  - Low Commitment to School
  - Favorable Attitudes/Perception of Harm
  - Friends Who Use

**Behavioral Health Problems (Consumption)** (5-10 years)

**Intervening Variables (Risk/Protective Factors)** (2-5 years)

- Community Disorganization/Community Connectedness
- Alcohol Availability: Retail or Social Access
- Promotion of Alcohol
- Alcohol Laws: Enforcement; Penalties; Regulations
- Risk & Protective Factors: Based on assessment

**Local Conditions and Contributing Factors** (6 months – 2 years)

- 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**

- Action
- So what? How will we know?
- But why here?
- Why here?
- Why?
- What is the problem?

**Outcomes**

- Specifics...

**Strategies & Local Implementation**

- [Add Yours Here]

**State Assessment**

**Local Assessment**

**Plan/Implementation**

**Reporting/Eval**

- Alcohol Availability:
- Alcohol Laws:
- Friends Who Use
- Risk & Protective Factors:
- [Add Yours Here]

- Community Disorganization/Community Connectedness
- Alcohol Availability: Retail or Social Access
- Promotion of Alcohol
- Alcohol Laws: Enforcement; Penalties; Regulations
- Risk & Protective Factors: Based on assessment

- Community engagement/Coalition development:
  - Coalition Name
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- Public Awareness:
  - [Add Yours Here]
- Environmental Strategies:
  - [Add Yours Here]
- School-based Prevention/Intervention Services:
  - Student Assistance Program
- Direct Services:
  - [Add Yours Here]

- [Add Yours Here]

**Evaluation Plan**

- Alcohol Availability:
- Alcohol Laws:
- Friends Who Use
- Risk & Protective Factors:
- [Add Yours Here]

- Community Disorganization/Community Connectedness
- Alcohol Availability: Retail or Social Access
- Promotion of Alcohol
- Alcohol Laws: Enforcement; Penalties; Regulations
- Risk & Protective Factors: Based on assessment

- 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]

- [Add Yours Here]

12
What are the problems we are trying to address?

**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

**Measures**

**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

**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

**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

**Community Connectedness**

Why are the problems present in our community?
Consequence Data

HYS Measures of School Performance (2018, Percent)

- Low Grades Grade 8: 24%, 26%, 21%
- Skipping School Grade 8: 24%, 26%, 21%
- Low Grades Grade 10: 15%, 15%, 14%
- Skipping School Grade 10: 15%, 15%, 14%
Consumption Data

HYS Measures of Youth Substance Use (2018, Percent)

- Current Drinking Grade 8: 10%, 10%, 8%
- Problem/Heavy Drinking Grade 8: 10%, 10%, 8%
- Cigarette Smoking Grade 8: 7%, 7%, 5%
- Current Drinking Grade 10: 7%, 7%, 5%
- Problem/Heavy Drinking Grade 10: 3%, 4%, 3%
- Cigarette Smoking Grade 10: 3%, 4%, 3%
Intervening Variables

HYS Measures of Alcohol or Marijuana Availability (2018, Percent)
What is “School Districts Like Us”? 
Pg. 94
SDLU Analysis Variables

- **Race/ethnicity**: % students by race/ethnicity 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:
SDLU 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
6. Urban/Suburban, low poverty
Learning Objectives

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- **Describe the two different templates of the data book.**
- Understand the source and types of data presented in the data book.
- Apply data analysis skills to interpret tables and charts included in the data book.
- Understand how to communicate about your data book data
- Explore additional data resources
Data Book Templates: Regular

HYS Measures of Youth Substance Use (2018, Percent)

<table>
<thead>
<tr>
<th>Sample Community</th>
<th>School Districts Like Us</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Drinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem/Heavy Drinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cigarettes Smoking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade 10
Data Book Templates: Small Community
Why bother with two templates?
Small School Districts

  - Fewer than 600 students enrolled in Grades 6, 8, 10 and 12.

- Data limitations – suppression rules.
  - Fewer than 15 students taking the survey.

- Confidence intervals.
  - Small samples contribute to large confidence intervals.

- Stability.
  - Data in small communities are not as stable as in larger communities.
  - More likely that *chance* can affect survey results.
  - The absence from school of only a couple of students could change results.
Small School District Participation Program

38 CPWI Coalitions represent Small School Districts.

Goal:
- increase the number of respondents.
- smaller confidence intervals.
- more stable results.
Why combine results for small communities?

Past 30-day alcohol use in Community X

- 8th Grade: 14%
- 10th Grade: 34%
- 8th & 10th Grades: 24%
- All Grades 8th - 12th: 30%

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%
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Data Sources – Social Indicator

Community Outcome and Risk Evaluation (CORE) System

- Archival/administrative data
  - Drug law violations
  - Hospital admission data, death certificate information

- Data from various sources
  - DSHS, DOH, OSPI, LCB, UCR, OFM
Data Sources – HYS

Washington State Healthy Youth Survey (HYS)

- School-based survey
  6th, 8th, 10th, and 12th grade participation
- Small schools/school districts program
  7th, 9th, 11th grade participation
- Conducted every two years
Most Recent Data: 2018 HYS Regular Data Book

Charts compare 2016 community, SDLU, and state results

Tables present community and state rates, by grade and year

CI – 95% Confidence Interval
What is “School Districts Like Us” (SDLU)?

SDLU are communities that share similar demographic and socioeconomic characteristics as your community.
SDLU – School Districts Like Us

SDLU have similar characteristics in:

- Poverty Level.
- Race/ethnicity.
- Population Density.
- Relationship between school district and community (% levy approved).
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HYS Participation Rate – Regular Data Book Example

70% + probably representative of students.
40- 69% Results may be representative.
40% or less probably not representative of students and data are not reported (suppressed).
HYS Participation Rate – Small District Data Book Example

### Grades 8 and 10 vs. Grades 8-12

<table>
<thead>
<tr>
<th>Students Participating in the 2016 Survey</th>
<th>Grades 8-10</th>
<th>Grades 8-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Participation Rate</td>
<td>S</td>
<td>S</td>
</tr>
</tbody>
</table>

**Grades 8 – 12**

- 22 students participated: small sample, less stable results.
- Data suppressed, possible reasons:
  - 40% of enrolled students or less participated in survey.
  - Missing data from any grade for small school district participants.
How to Interpret Confidence Intervals
pg. 93 and 94
Statistical Significance

Refers to the probability that the results of a particular question represent the true pattern and not by chance alone.

Using 95% confidence intervals:
- A difference between two groups is considered statistically significant if chance could explain it less than 5% of the time.
Interpret Confidence Interval

HYS Measures of Youth Substance Use (2018, Percent)

- 2016 Community rate
- School Districts Like Us rate
- 2016 State rate
- 95% confidence interval comparisons

95% CI
What are Confidence Intervals and why do you need them?

- The confidence interval ± represents the variability of the estimate.
- 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.
What affects the size of a confidence interval?

The size of a confidence interval is affected by:

- **Sample Size**
  
  In general, the larger the sample (Example - students surveyed) the smaller the confidence interval.

- **Inherent Variability**
  
  If most students select the same response to a survey question, there is less variability. The more variable the answers, the wider the CIs.
How do we talk about the results with the confidence intervals?

- Between 26% 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

![Bar graph showing comparison of smoked cigarettes among different groups.](image)
Significant Difference

- Smoked cigarettes
- Percent of students

Local vs State comparison
Significance Inconclusive

Smoked Cigarettes

State School

Percent of Students Who Smoked
If you need to know for sure, there is a “Tool” to test for significance at: www.AskHYS.net/Training.

The spreadsheet tests the difference between two point estimates and their 95% CI to compute a p-value.

If your p-value is less than 0.05, then your difference is significant.

Only use this test if you have at least 30 students.

Don’t use this test if you have 0% or 100%.
Interpret HYS Data Chart

Comparisons by:
- Grade
- Community
- SDLU
- State
Interpret HYS Data Tables

<table>
<thead>
<tr>
<th>HYS Measures of Youth Substance Use</th>
<th>GRADE</th>
<th>2016 (A)</th>
<th>2018 (B)</th>
<th>2016 (A)</th>
<th>2018 (B)</th>
<th>2016 (A)</th>
<th>2018 (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Drinking</strong>. During the past 30 days, on how many days did you: Drink a glass, can or bottle of beer? (District results: Drink any days)**</td>
<td>8 and 10</td>
<td>19%</td>
<td>4%</td>
<td>17%</td>
<td>16%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>8,9,10,11,12</td>
<td>4%</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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)</strong></td>
<td>8 and 10</td>
<td>15%</td>
<td>4%</td>
<td>12%</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>8,9,10,11,12</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Cigarette Smoking. During the past 30 days, on how many days did you: Smoke cigarettes? (District results: Smoke any days)</strong></td>
<td>8 and 10</td>
<td>19%</td>
<td>0%</td>
<td>7%</td>
<td>7%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>8,9,10,11,12</td>
<td>1%</td>
<td></td>
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</tr>
</tbody>
</table>

- **Community 2018 rate is significantly different from the 2016 rate.**
- **SDLU rate is significantly different from the community rate.**
- **State rate is significantly different from the community rate.**
- Fewer than 30 students answered the question. Interpret with caution.
Table Notes – Statistical Comparisons

a. **COMPARE YEARS:** The 2016 rate is significantly different from the 2014 rate.

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

c. **COMPARE STATE vs. DISTRICT:** The state rate is significantly different from your district area rate.

d. Fewer than 30 students answered this question.
Interpret HYS Data Chart – Small Districts

- Current Drinking Grade 8,10: 13%
- Problem/Heavy Drinking Grade 8,10: 8%
- Cigarette Smoking Grade 8,10: 4%

- Current Drinking Grade 8,9,10,11,12
- Problem/Heavy Drinking Grade 8,9,10,11,12
- Cigarette Smoking Grade 8,9,10,11,12
Why combine results for smaller 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 CORE Data Charts and Tables

CORE Measures of Mental Health (2017, Rate per 100,000)

- Community rate
- SDLU rate
- State rate
- No Confidence Intervals

Denominators may be different for different measures

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

Perceived Availability of Drugs

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?

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>2010</th>
<th>2012</th>
<th>2014</th>
<th>2016</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>26%</td>
<td>24%</td>
<td>19%</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>SDLU</td>
<td>29%</td>
<td>25%</td>
<td>23%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Sample Community</td>
<td>31%</td>
<td>27%</td>
<td>23%</td>
<td>22%</td>
<td>23%</td>
</tr>
</tbody>
</table>

[Graph showing trend data]
Trend Data: Small Communities

Parental Attitudes Tolerant of Substance Use

- State Grade 8 and 10
- Springdale Grade 8 and 10

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

Check the units of measurement.

County level data presented here
Demographic Profile

**Community Demographics**

The racial/ethnic and age composition below can help prevention planners better understand the community's diversity.

**Race and Ethnicity (Count, Percent)**

Persons whose race or ethnicity is: (1) "American Native" — American Indian or Alaska Native, one race only, (2) "Asian" — Asian, one race only; (3) "Black" — African American, one race only; (4) "Hawaiian/Pacific Islander", one race only; (5) "White" — White, one race only, (6) "Multi-Racial" — Two or more races; (7) "Hispanic" — Persons whose ethnicity is Hispanic or Latino, of any race; (8) "Any Minority" — Persons of any race or ethnicity except for non-Hispanic White, one race only; calculated as a percentage of all persons. The race categories 1 through 6 may include persons of Hispanic or Latino origin.

**Sample Community**

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Non-Hispanic</td>
<td>34,697</td>
<td>82%</td>
</tr>
<tr>
<td>Any minority</td>
<td>7,656</td>
<td>18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Native</td>
<td>540</td>
</tr>
<tr>
<td>Asian</td>
<td>1,711</td>
</tr>
<tr>
<td>Black</td>
<td>717</td>
</tr>
<tr>
<td>Hawaiian/PI</td>
<td>240</td>
</tr>
<tr>
<td>White</td>
<td>37,036</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>2,104</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,818</td>
</tr>
</tbody>
</table>

**NOTE**: Percentages of Any Minority and White Non-Hispanic will sum to 100%. Percentages in Race will sum to 100%.
Demographic Profile – Age Composition (count/percent)

Age Composition (Count, Percent)
Children (ages 0-9, 10-14, 15-17 years), adults (ages 18-24, 25-49, 50-64 years) and seniors (ages 65+) as a percentage of all persons.

Sample Community

<table>
<thead>
<tr>
<th>AGE RANGE</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>4,647</td>
<td>11%</td>
</tr>
<tr>
<td>10-14</td>
<td>2,709</td>
<td>6%</td>
</tr>
<tr>
<td>15-17</td>
<td>1,881</td>
<td>4%</td>
</tr>
<tr>
<td>18-24</td>
<td>3,566</td>
<td>8%</td>
</tr>
<tr>
<td>25-49</td>
<td>13,411</td>
<td>32%</td>
</tr>
<tr>
<td>50-64</td>
<td>9,373</td>
<td>22%</td>
</tr>
<tr>
<td>65+</td>
<td>6,765</td>
<td>16%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42,353</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percent of Community Population in Each Age Range

- 0-9: 11%
- 10-14: 6%
- 15-17: 4%
- 18-24: 8%
- 25-49: 32%
- 50-64: 22%
- 65+: 16%
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 (e.g., when denominator is below 100 in some cases)</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%
- SMALL SCHOOLS/SMALL DISTRICTS
  In results combining multiple grades: missing data from any grade
Learning Objectives

- Understand the purpose of the assessment process.
- 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 source and types of data presented in the data book.
- Apply data analysis skills to interpret tables and charts included in the data book.
- Understand how to communicate about your data book data
- Explore additional data resources
Using Data to Tell a Story

- Assess community needs.
- Share important info about the community.
- Evaluate impact of prevention efforts.
- Having real data can help to change people’s minds.

Caveats
- Data Books are not the only type of data.
- Data are not the only type of info useful for telling your community’s story.
- For survey data: statistical significance vs. real world importance.
Talking About Data

- Simplify!
  - Round decimal places.
  - Include CI carefully where appropriate.

- Think about ways of stating the same result.
  - About 75% of 8th graders.
  - About 3/4 of 8th graders.
  - About three out of four 8th graders.
  - Turn percentage into number of people.
Talking About Data

Key considerations

- Audience.
- Aims.

Be ready to back up your talk

- Know where the data came from, where to point people to additional resources.
Communications Objective

- Develop a communications objective
  - The “so what” or “big picture”.
  - Main ideas you want people to take away.
    - Generally no more than 3 or 4 related ideas.
- Support your message with data.
Message Map

Example from tobacco prevention program

<table>
<thead>
<tr>
<th>Our program has been successful in reducing youth smoking, but there are still challenges ahead</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detail 1</strong></td>
</tr>
<tr>
<td>Washington has a comprehensive youth tobacco prevention program</td>
</tr>
<tr>
<td><strong>Fact 1</strong></td>
</tr>
<tr>
<td>The program reaches youth at home, in their community and at school in all areas of the state</td>
</tr>
<tr>
<td><strong>Fact 2</strong></td>
</tr>
<tr>
<td>The program is based on CDC best practices</td>
</tr>
</tbody>
</table>
Learning Objectives

- Understand the purpose of the assessment process.
- 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 source and types of data presented in the data book.
- Apply data analysis skills to interpret tables and charts included in the data book.
- Understand how to communicate about your data book data
- Explore additional data resources
Additional Resources

Healthy Youth Survey:
www.AskHYS.net

CORE reports:

Mapping Opioid & Other Drug Issues (MOODI)
http://moodi.lgan.com/
Other Sources of HYS Data: AskHYS.net
School District Frequency Report

Healthy Youth Survey 2018
Report of Results

Statewide Results
Grade 6
Access District and Building HYS Results

How to get access – http://www.askhys.net/Home/GetAccess

Getting Accessing to District and Building Results on AskHYS.net

Thank you for your interest in accessing HYS data. Please read the guidance below to troubleshoot accessing your local data on the AskHYS.net website. If you continue to have trouble, please contact OSPI Customer Support at CustomerSupport@k12.wa.us or (800) 725-4311 Option 7.

School and District Employees

Steps to follow:

1. Check to see if you can log on to the AskHYS.net website using your EDS login (your email) and password. You do not need to login through EDS first. You should login directly from the AskHYS website.

   a. If you do not have an EDS account, please create one here: https://eds.ospi.k12.wa.us/Login.aspx

   b. If you do not remember your password, you can reset it on the login page of EDS.
DOH – Opioid Data

Department of Health sponsored Website:
https://www.doh.wa.gov/CommunityandEnvironment/Opioids

Washington State Opioids Data:

- Patients with Any Opioid Prescription Statewide Data
- Opioid Prescriptions and Drug Overdoses County Data
- Opioid Prescriptions and Drug Overdoses Accountable Communities of Health Data
DOH Opioid Prescription Data
Medicine Take Back Locations
Putting it into Practice

- Use your data book to identify some of the needs in your community.
- Write a paragraph describing community needs.
- Think of a scenario in which you will want to communicate what you’ve found.
  - Develop a communication objective and create a message map.
What are Risk and Protective Factors?
Risk and Protective Factors

These “factors” are measured as a “scale” with two or more questions that get at multiple dimensions

Example: School Risk Factor: Academic Failure

- Putting them all together, what were your grades like last year?
- Are your school grades better than the grades of most students in your class?
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

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

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.

<table>
<thead>
<tr>
<th>Community Connectedness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Alcohol or Marijuana Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ease of Access and</td>
</tr>
<tr>
<td>• Retail or Social Access (Usual Source)</td>
</tr>
<tr>
<td>• Density of Licenses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Perception of Law Enforcement Risk</td>
</tr>
<tr>
<td>• Perception of Risk of Harm from Alcohol/Drug Use</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Norms around Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attitudes Toward Youth Use</td>
</tr>
<tr>
<td>• Friends Use</td>
</tr>
<tr>
<td>• Perception of Adult Attitudes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perception of Risk Community Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acceptability Among Peer and Community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk and Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parental Attitudes Tolerant of Substance Use</td>
</tr>
<tr>
<td>• Early Initiation of Drugs</td>
</tr>
<tr>
<td>• Intentions to Use Drugs</td>
</tr>
<tr>
<td>• Friends Use of Drugs</td>
</tr>
<tr>
<td>• Social Skills</td>
</tr>
</tbody>
</table>
Availability of Alcohol (Retail or Social Access)

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

HYS Measures of Community Norms (2018, Percent)

Grade 8
- Sample Community
- School Districts Like Us

Grade 10
- State

- Youth Drinking Not Wrong:
  - Grade 8: 16%, 16%, 14%
  - Grade 10: 13%, 13%

- Friends Drink:
  - Grade 8: 16%, 16%, 14%
  - Grade 10: 13%, 13%

- Community Drinking Not Wrong:
  - Grade 8: 29%, 29%, 26%
  - Grade 10: 29%, 29%, 26%
All Risk and Protective Factors

<table>
<thead>
<tr>
<th>All Risk and Protective Factor Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Risk Factors</strong></td>
</tr>
<tr>
<td>• Perceived Availability of Drugs</td>
</tr>
<tr>
<td>• Laws and Norms Favorable to Drug Use</td>
</tr>
<tr>
<td><strong>Community Protective Factors</strong></td>
</tr>
<tr>
<td>• Opportunities for Prosocial Involvement</td>
</tr>
<tr>
<td><strong>Family Risk Factors</strong></td>
</tr>
<tr>
<td>• Poor Family Management</td>
</tr>
<tr>
<td>• Parental Attitudes Tolerant of Substance Use</td>
</tr>
<tr>
<td><strong>Family Protective Factors</strong></td>
</tr>
<tr>
<td>• Opportunities for Prosocial Involvement</td>
</tr>
<tr>
<td>• Rewards for Prosocial Involvement</td>
</tr>
<tr>
<td><strong>School Risk Factors</strong></td>
</tr>
<tr>
<td>• Academic Failure</td>
</tr>
<tr>
<td>• Low Commitment to School</td>
</tr>
<tr>
<td><strong>School Protective Factors</strong></td>
</tr>
<tr>
<td>• School Opportunities for Prosocial Involvement</td>
</tr>
<tr>
<td>• School Rewards for Prosocial Involvement</td>
</tr>
<tr>
<td><strong>Peer-Individual Risk Factors</strong></td>
</tr>
<tr>
<td>• Early Initiation of Drugs</td>
</tr>
<tr>
<td>• Favorable Attitudes toward Drug Use</td>
</tr>
<tr>
<td>• Perceived Risks of Use</td>
</tr>
<tr>
<td>• Friends’ Use of Drugs</td>
</tr>
<tr>
<td><strong>Peer-Individual Protective Factors</strong></td>
</tr>
<tr>
<td>• Social Skills</td>
</tr>
<tr>
<td>• Belief in the Moral Order</td>
</tr>
<tr>
<td>• Interactions with Pro-social Peers</td>
</tr>
</tbody>
</table>
Risk and Protective Factor Scales
Risk and Protective Factor Scales

Parental Attitudes Tolerant of Substance Use

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?

Grade 8

Graph showing trends in parental attitudes tolerant of substance use from 2010 to 2018 for different communities and states.
Data Book Opioids Chapter

- A subset of DOH PMP data.
- Organized by School District, County, & State.
- CPWI Communities not defined by school district(s) have data at the next available level.

Examples:

<table>
<thead>
<tr>
<th>Community</th>
<th>Geography</th>
<th>Opioid data shown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Seattle</td>
<td>High School Attendance Areas</td>
<td>Seattle School District, King County, State</td>
</tr>
<tr>
<td>Almira</td>
<td>1 School District</td>
<td>Almira School District, Lincoln County, State</td>
</tr>
<tr>
<td>Enumclaw/White River</td>
<td>2 School Districts</td>
<td>(Enumclaw S.D + White River S.D.), Pierce County, State</td>
</tr>
</tbody>
</table>
Opioid Prescriptions per 1,000 Residents

Page 91. Map, by school district. (all ages all opiates)
Provides an overview of the statewide and regional picture.
How does our community compare to the state?

Page 93. Chart & Table, by Age & Sex.
Compares community, state & county.
Who should our interventions be targeting?

Page 95. Chart & Table, by Frequency.
Ranks the frequency of opioids prescribed in your community.
Are we are focusing on the right the medications?
Page 92. Map, by school district. (all ages all opiates)
Provides an overview of the statewide and regional picture.
How does our community compare to the state?

Page 94. Chart & Table, by Age & Sex.
Compares community, state & county.
Who should our interventions be targeting?

Page 96. Chart & Table, by Frequency.
Ranks the frequency of opioids prescribed in your community.
Are we are focusing on the right the medications?
Annual Trends

Page 97. All Opioid Prescriptions per 1,000 Residents, 2012 through 2017

<table>
<thead>
<tr>
<th>GEOGRAPHY</th>
<th>UNIT</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Community</td>
<td>Rate</td>
<td>5.9</td>
<td>6.2</td>
<td>6.8</td>
<td>7.2</td>
<td>7.8</td>
<td>8.4</td>
</tr>
<tr>
<td></td>
<td>Prescriptions</td>
<td>54,262</td>
<td>52,985</td>
<td>54,824</td>
<td>56,883</td>
<td>58,090</td>
<td>61,670</td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>8,519,981</td>
<td>8,562,987</td>
<td>8,604,987</td>
<td>8,646,987</td>
<td>8,688,987</td>
<td>8,730,987</td>
</tr>
<tr>
<td>Anywhere County</td>
<td>Rate</td>
<td>5.9</td>
<td>6.2</td>
<td>6.8</td>
<td>7.2</td>
<td>7.8</td>
<td>8.4</td>
</tr>
<tr>
<td></td>
<td>Prescriptions</td>
<td>1,406,400</td>
<td>1,406,400</td>
<td>1,406,400</td>
<td>1,406,400</td>
<td>1,406,400</td>
<td>1,406,400</td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>24,724</td>
<td>24,724</td>
<td>24,724</td>
<td>24,724</td>
<td>24,724</td>
<td>24,724</td>
</tr>
<tr>
<td>Washington State</td>
<td>Rate</td>
<td>5.9</td>
<td>6.2</td>
<td>6.8</td>
<td>7.2</td>
<td>7.8</td>
<td>8.4</td>
</tr>
<tr>
<td></td>
<td>Prescriptions</td>
<td>6,308,615</td>
<td>6,308,615</td>
<td>6,308,615</td>
<td>6,308,615</td>
<td>6,308,615</td>
<td>6,308,615</td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>1,721,615</td>
<td>1,721,615</td>
<td>1,721,615</td>
<td>1,721,615</td>
<td>1,721,615</td>
<td>1,721,615</td>
</tr>
</tbody>
</table>

Page 98. All Opioid Prescriptions per Recipient, 2012 through 2017

<table>
<thead>
<tr>
<th>GEOGRAPHY</th>
<th>UNIT</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Community</td>
<td>Rate</td>
<td>1.8</td>
<td>2.1</td>
<td>2.4</td>
<td>2.7</td>
<td>3.0</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>Prescriptions</td>
<td>95,382</td>
<td>95,382</td>
<td>95,382</td>
<td>95,382</td>
<td>95,382</td>
<td>95,382</td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>54,262</td>
<td>54,262</td>
<td>54,262</td>
<td>54,262</td>
<td>54,262</td>
<td>54,262</td>
</tr>
<tr>
<td>Anywhere County</td>
<td>Rate</td>
<td>1.8</td>
<td>2.1</td>
<td>2.4</td>
<td>2.7</td>
<td>3.0</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>Prescriptions</td>
<td>3,427,615</td>
<td>3,427,615</td>
<td>3,427,615</td>
<td>3,427,615</td>
<td>3,427,615</td>
<td>3,427,615</td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>627,000</td>
<td>627,000</td>
<td>627,000</td>
<td>627,000</td>
<td>627,000</td>
<td>627,000</td>
</tr>
<tr>
<td>Washington State</td>
<td>Rate</td>
<td>1.8</td>
<td>2.1</td>
<td>2.4</td>
<td>2.7</td>
<td>3.0</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>Prescriptions</td>
<td>1,406,400</td>
<td>1,406,400</td>
<td>1,406,400</td>
<td>1,406,400</td>
<td>1,406,400</td>
<td>1,406,400</td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>400,400</td>
<td>400,400</td>
<td>400,400</td>
<td>400,400</td>
<td>400,400</td>
<td>400,400</td>
</tr>
</tbody>
</table>

Community Prevention & Wellness Initiative
Additional Information: Tables

- The information underlying the charts in this chapter.
- Detail beyond what is easily displayed as a chart.

P.99: Population by Geography, Age and Sex
P.99 Rate of Prescriptions per 1,000 Residents ((Prescriptions/Population)*1,000) by Geography, Age and Sex
P.100 Prescriptions by Geography, Age and Sex
P.101 Rate of Prescriptions per Recipient (Prescriptions/Recipients) by Geography, Age and Sex
P.102 Recipients of Prescriptions by Geography, Age and Sex
Additional Information: Maps

All Controlled Substances (not just Opioids)

Hydrocodone
Contacts

DBHR

- Alicia Hughes, Section Supervisor
  - alicia.hughes@hca.wa.gov
- Kasey Kates, Section Supervisor
  - kasey.kates@hca.wa.gov
- Sarah Mariani, Section Manager
  - sarah.mariani@hca.wa.gov
- Gwen Grams, Research and Evaluation Manager
  - gwen.grams@hca.wa.gov
- Sandy Salivaras-Bodner, Research and Evaluation Manager
  - sandy.salivaras-bonder@hca.wa.gov

Research and Data Analysis (RDA) Division

- Irina Sharkova, Senior Research Manager
  - sharkiv@dshs.wa.gov
- Grace Hong, Research Manager
  - hongg@dshs.wa.gov
- Aaron Starks, Data Analyst
  - starkAJ@dshs.wa.gov