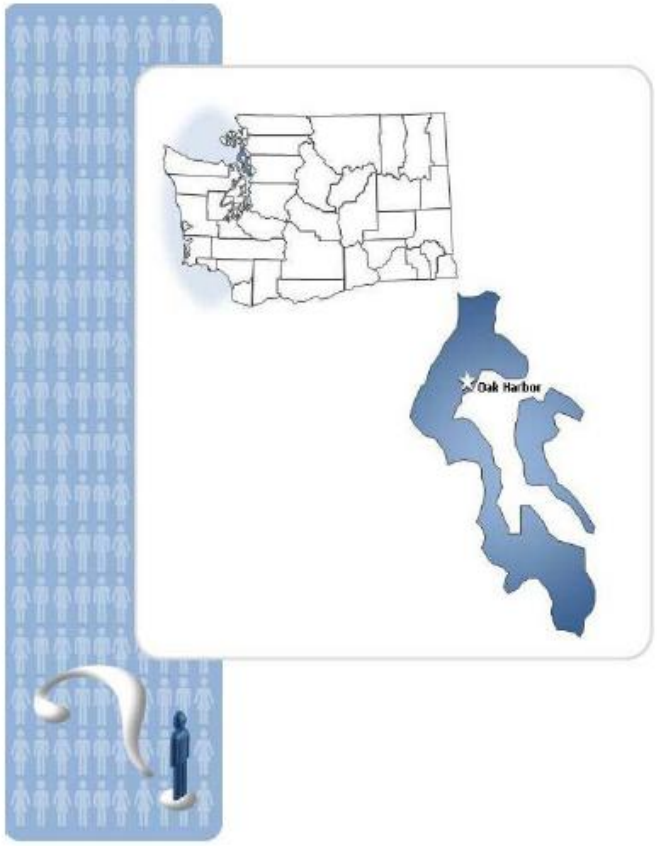
What's Happening in Oak Harbor?

A Community Needs Assessment Data Book



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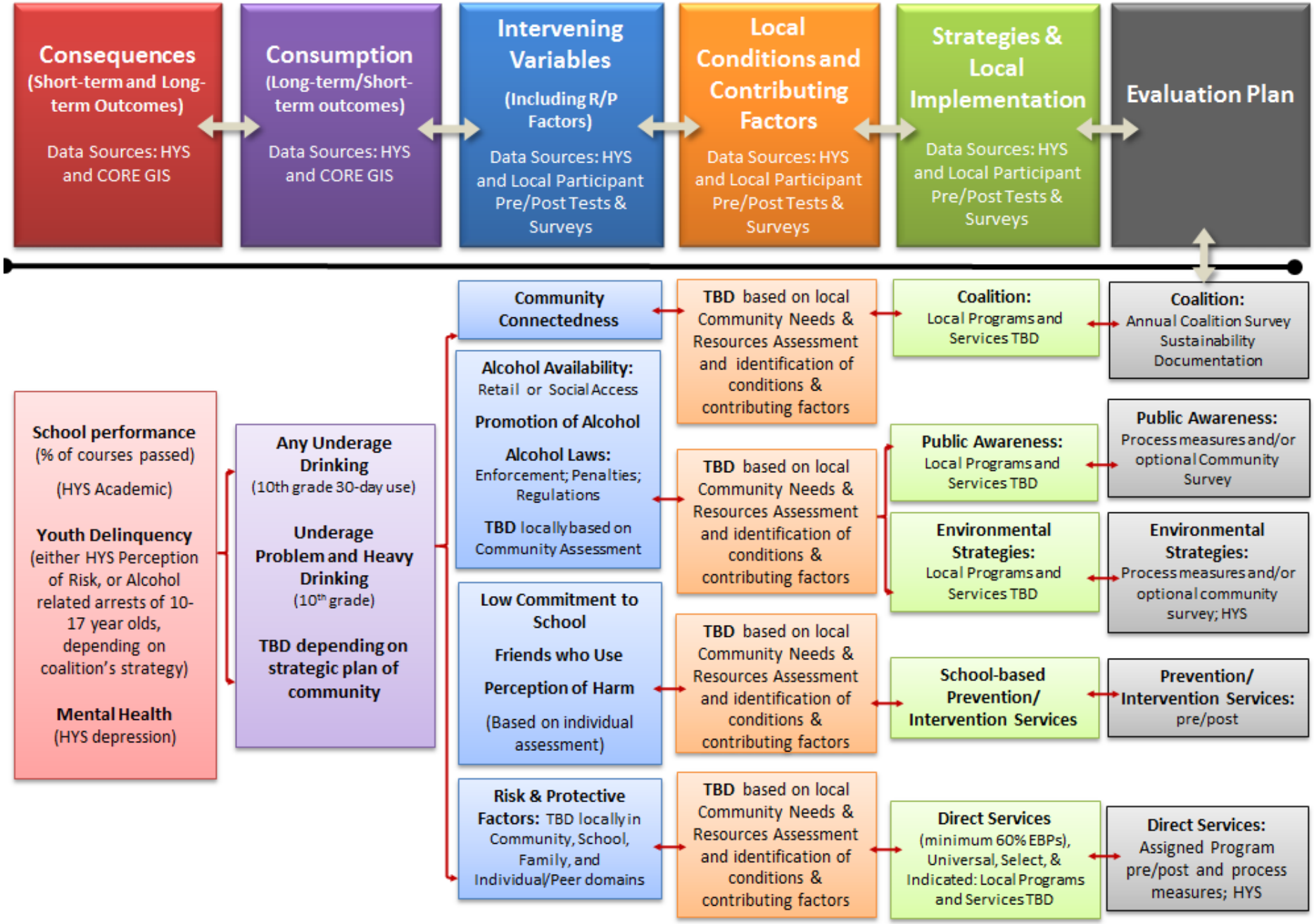
Consequences
(Short-term and Long-term Outcomes)
Data Sources: HYS and CORE GIS
Consumption
(Long-term/Short-term outcomes)
Data Sources: HYS and CORE GIS
Intervening Variables
(Including R/P Factors)
Data Sources: HYS and Local Participant Pre/Post Tests & Surveys
Local Conditions and Contributing Factors
Data Sources: HYS and Local Participant Pre/Post Tests & Surveys
Strategies & Local Implementation
Data Sources: HYS and Local Participant Pre/Post Tests & Surveys
Evaluation Plan
School performance
(% of courses passed)
(HYS Academic)
Youth Delinquency
(either HYS Perception of Risk, or Alcohol related arrests of 10-17 year olds, depending on coalition's strategy)
Mental Health
(HYS depression)
Any Underage Drinking
(10th grade 30-day use)
Underage Problem and Heavy Drinking
(10th grade)
TBD depending on strategic plan of community
Community Connectedness
Alcohol Availability:
Retail or Social Access
Promotion of Alcohol
Alcohol Laws:
Enforcement; Penalties; Regulations
TBD locally based on Community Assessment
Low Commitment to School
Friends who Use
Perception of Harm
(Based on individual assessment)
Risk & Protective Factors: TBD locally in Community, School, Family, and Individual/Peer domains
TBD based on local Community Needs & Resources Assessment and identification of conditions & contributing factors
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Coalition:
Local Programs and Services TBD
Public Awareness:
Local Programs and Services TBD
Environmental Strategies:
Local Programs and Services TBD
School-based Prevention/ Intervention Services
Direct Services
(minimum 60% EBPs), Universal, Select, & Indicated: Local Programs and Services TBD
Coalition:
Annual Coalition Survey
Sustainability Documentation
Public Awareness:
Process measures and/or optional Community Survey
Environmental Strategies:
Process measures and/or optional community survey; HYS
Prevention/ Intervention Services:
pre/post
Direct Services:
Assigned Program pre/post and process measures; HYS

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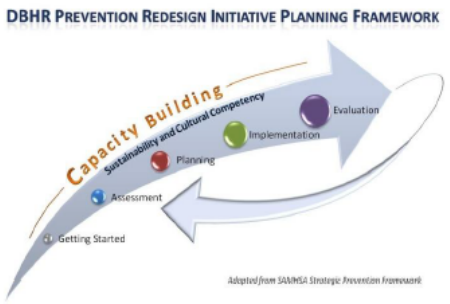
Overview: Needs Assessment

WHAT? This Data Book will be used in the assessment phase of the Strategic Prevention Framework, illustrated in this figure. This is the planning framework for the Prevention Redesign Initiative. The vision that drives this framework is data-based decision making. The needs assessment phase is the part of the assessment process that will help your community identify where it needs to focus its prevention efforts. The needs assessment is a process of gathering and interpreting data, identifying areas where additional data is needed, gathering that data, and then re-interpreting the results. In other words, a needs assessment is an iterative and on-going project. A needs assessment is often the first step in developing a prevention plan.



WHO? To complete a thorough needs assessment, you will need people with different kinds of expertise to interpret the data, and others to help the coalition understand the local context in which these conditions (as described by the data) exist. The better you understand the issues, the better able your coalition will be to develop a set of priorities, and goals associated with those priorities. This data book is a resource for your coalition in the needs assessment. This will be the starting point for your coalition to identify the problems related to youth alcohol use as precisely as possible.

WHY? When a group of citizens get together to find ways to reduce youth substance use, a collection of carefully chosen and reliable data can help to build bridges across different experiences and points of view. Further, if a community coalition uses data to identify problems and set goals, then the coalition can make a stronger case when it works to gain support from the community and from potential partners for its prevention efforts. The data will also provide a basis for measuring progress and successes.

How to Use this Data Report

NOTE: Underlined words are described in the "Definitions" section at the end of this report.

What is this Data Report?

The goal of the assessment phase of the PRI planning process is to guide the coalition as you select priorities for prevention work. Those priorities will be based on the risk factors that are most closely linked to substance use in your community, and the resources you have for addressing those risk factors.

This report includes data for the needs assessment part of that phase of the process. The data come from the Healthy Youth Survey, and from archival data from many different sources which are reported in the CORE GIS.

How is the Data Report organized?

The data in this report are organized into three main sections.

1. The first section includes measures for the Consequences, Consumption, and Intervening Variables in the **PRI logic model** (see page XX); the measures appear in the same order as in the logic model.

   The intervening variables in this section are those most strongly associated with alcohol use, such as availability of alcohol, enforcement of alcohol laws, community norms regarding alcohol use/mis-use, and five Risk and Protective Factor *Scale Scores*. The information comes from student responses to HYS and from CORE GIS; the measures were selected because they have the strongest predictive value for alcohol use/mis-use.

2. The second section, starting on page XX, shows these and other data across several years to demonstrate long-term changes in your community. Here, the measures also appear in the same order as in the PRI logic model. Use the data in this section to look at:
    a. Healthy Youth Survey trends over time (2002 to 2010) for the consequences, consumption, and intervening variables measures listed in the PRI logic model;
    b. Additional Risk and Protective Factors.
3. The third section, starting on page XX, includes:
    a. CORE GIS trends over time (2000 to 2010) for consequences and intervening variables. NOTE: the data for School Performance are only available since 2006.

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What do we do with all of this data?

STEP ONE: First, make sure you understand the relationships between the data reported here and the PRI logic model. For your convenience, the data sections are color coded to match the colors of the logic model. Flip back and forth between the data pages and the logic model to see how they fit together.

STEP TWO: Get to know the general pattern of youth substance use and its consequences in your community, as reported in the first sections of the report (red/"Consequences" and purple/"Consumption").

NOTES about comparisons using HYS data:

- Read the "how-to" notes on page XX that will help you to interpret the statistical significance of these comparisons. In general, the data in small communities are not as stable as in larger communities. That is because in small communities with fewer students even a small difference in the number of students answering a question in a certain way can have a big impact on the rates we report.
- Comparisons between 8th and 10th graders: The level of problem behaviors related to substance use increases as youth get older. While alcohol related problem behaviors are more prevalent among 10th graders, some prevention efforts will have a bigger impact on 8th graders, and even younger youth.
- Remember, these survey data represent only those youth who are in public school.
- Comparisons between your community and the state: the state data are there simply to give you another perspective on each issue.
- Comparisons between 2008 and 2010: this comparison, and the longer term trend data that start on page XX, can give you an idea if the level of a problem is changing. In small communities the amount of change may not be statistically significant (see Definitions, page XX-XX).

STEP THREE: Read about intervening variables in the Definitions (page XX-XX). Just as getting no exercise is a risk factor for heart disease, these intervening variables represent risk factors for substance use and its related problems. Review and discuss the intervening variables data in the blue section starting on page XX, and the additional data starting on page XX.

> ***TIP:*** *Use a worksheet to keep track of the discussion in your coalition or data workgroup about each of these variables. Have a column for variable name, one for initial interpretation, and one with questions for further*
>
> - *Assess whether or not you have enough information to understand and/or prioritize a specific issue. For some issues you will need more information. An example: you may believe that the economic deprivation indicators on page XX underestimate the level of poverty in your community. School officials may explain that some students and their families won't use lunch coupons or apply for social services.*
> - *Another example: You will need to put some of these issues into a local context. For instance, what are the policies in the police or sheriff's department towards youth alcohol violations? You will likely need to contact the local law enforcement agency to get more information.*
> - *Some data will tell a story that requires interpretation by people who are not on your coalition. Make a plan on how to get their help and include that in your worksheet.*
>
> NOTE: Later, after you have started implementing your strategic plan, these indicators of your targeted intervening variables will measure progress as you work to bring about changes in youth substance use.

How to Read the Charts and Tables

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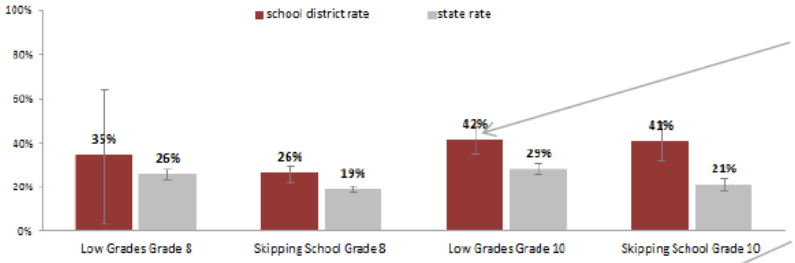
EXAMPLE 1: Bar Charts with Confidence Intervals for HYS Data

HYS Measures of School Performance



*The lines at the ends of bar charts are called the **confidence intervals**.*

The 'a' and 'b' references in the tables (for HYS data only) help you notice important changes have occurred:

*'**a**' means the 2010 rate is significantly different from the 2008 rate.*

*'**b**' means the state rate is significantly different from your school district rate.*

		Your School District		State	
HYS Measures of School Performance	GRADE	2008	2010	2008	2010
Low Grades in School: Putting them all together, what were your grades like last year? *(District results: Getting mostly, C's, D's, or F's)*	8	35%	32% [a]	26% [b]	26%
	10	42%	42%	32% [b]	29% [b]

What are Confidence Intervals?

It is unlikely that the point estimate reported for each question is exactly the same as the "true" value for all students in the school district. To describe this uncertainty (the difference between the reported value and the true value), this report includes confidence intervals (CI) for the HYS data. The size of the confidence interval depends on the number of students answering each question. The more students who answer a survey question, the closer it will be to the "true" value. *(But remember, you also have to consider the participation rate!)*

If you are in a small school or school district, your CI will be wide. But if you have an excellent participation rate, the point estimate is a good estimate for the students who took the survey—it's just that a small change in the number of students who answer a question (which students had the flu the day of the survey) can have a large impact on the point estimate.

NOTE: CORE-GIS data are not samples. This is why we do not report confidence intervals or statistical significance ('**a**' or '**b**' in the table) for indicators from CORE-GIS data.

How can you use confidence intervals?

Confidence intervals help you to decide if the differences between students in your community and the state are statistically significant. For an example, let say the students in your community report 25%, and the CI is equal to 5%. That means that the "true" range is between 20% and 30%:

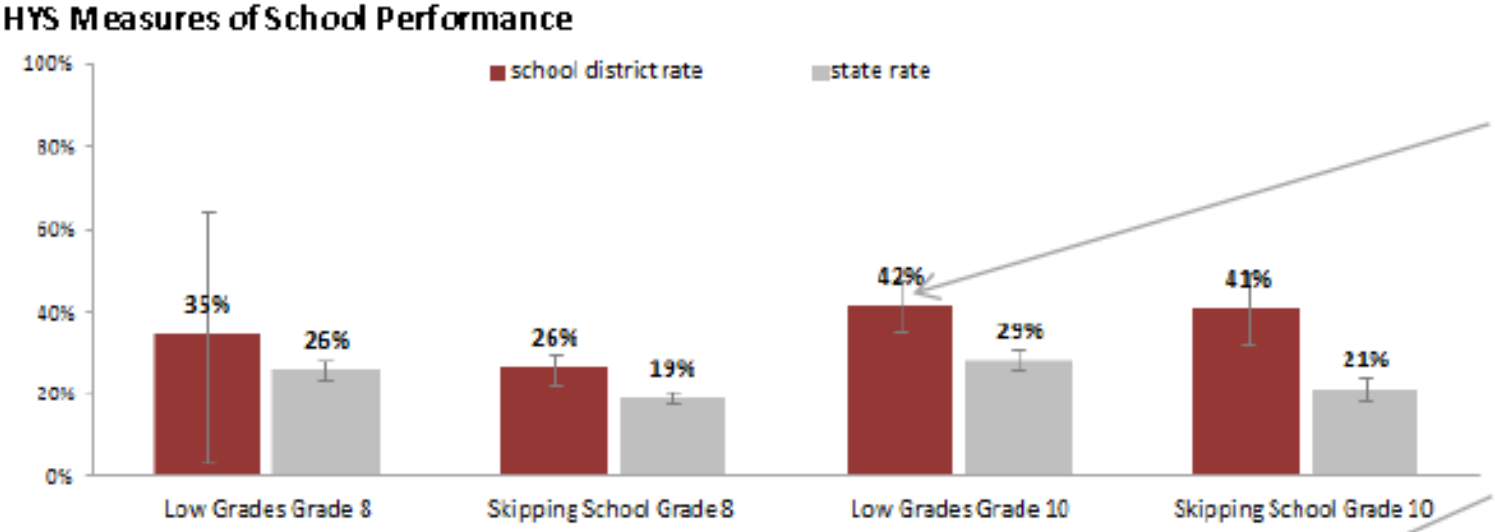
- 25% – 5% = 20%
- 25% + 5% = 30%

Knowing the confidence intervals you can decide if the difference between students in your community and the state is statistically meaningful (significant):

1. A significant difference:
   - Students in your community report 25% ± 5%, so the point estimate is 25% and the true range is 20% to 30%
   - Students statewide report 36% ± 3%, so the point estimate is 36% and the true range is 33% to 39%
   - The ranges don't overlap, so the difference is significant

How to Read the Charts and Tables

EXAMPLE 1: Bar Charts with Confidence Intervals for HYS Data



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	10	42%	42%	32% [b]	29% [b]

The lines at the ends of bar charts are called the ***confidence intervals*** *.*

The 'a' and 'b' references in the tables (for HYS data only) help you notice important changes have occurred:

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

The behaviors listed in this section of "consequences" are associated with alcohol use in some kids, but not in others. For some individuals, if drinking is reduced, these consequences will likely change—or, a change in these behaviors could lead to a change in drinking. Our theory is that if the rates of drinking go down in the community, there will be an impact on these consequences—there will be healthier and more successful youth in the community.

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

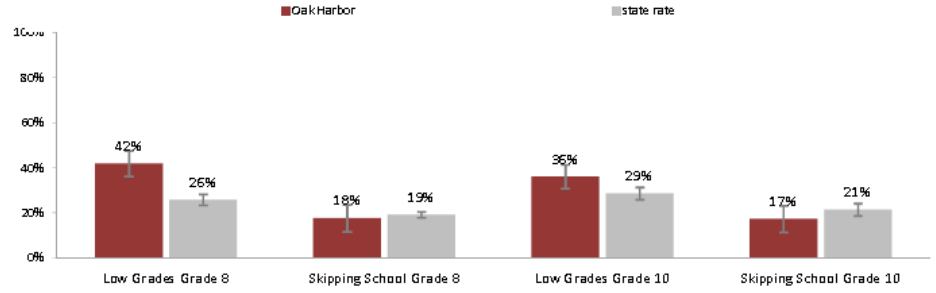
Mental Health

- Depression
- Considering suicide
- Suicide attempts

School Performance

As children pass through childhood and adolescence, into young adulthood, the developmental sequence of problem behaviors is not straightforward. For instance, doing poorly in school can bring about a change in friendships, and those new friends may in turn introduce a new behavior, like drinking or fighting. At a different age, a youth who used to do well in school could start drinking, and that in turn could lead to poorer performance in school. In other words, which came first—the drinking or the poor school performance?

HYS Measures of School Performance *(2010, Percent)*



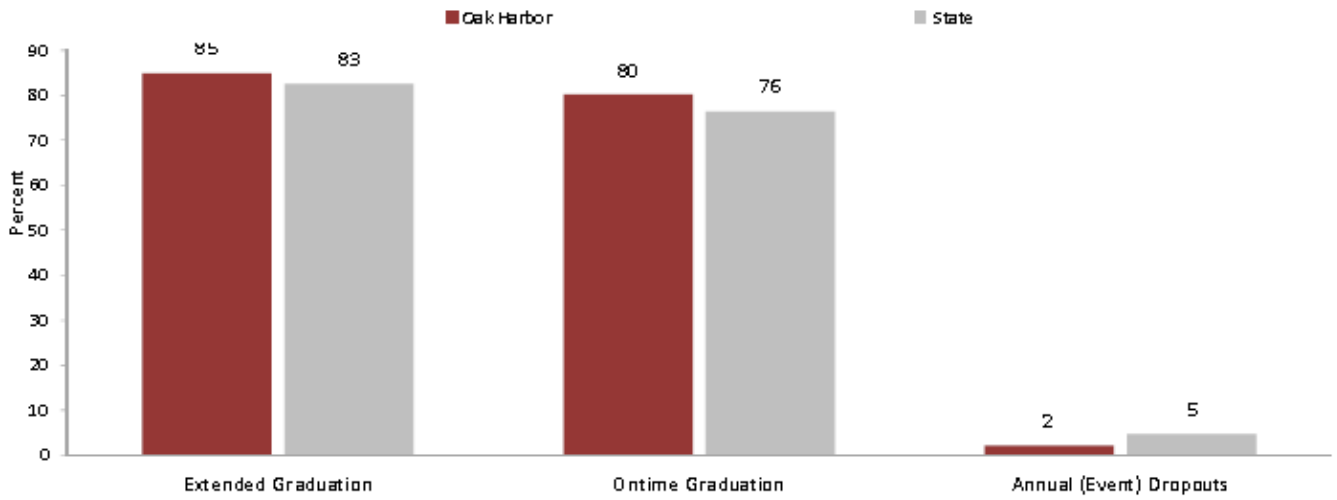
		Oak Harbor		State	
HYS Measures of School Performance	GRADE	2008	2010	2008	2010
Low Grades in School: Putting them all together, what were your grades like last year? *(District results: Getting mostly, C's, D's, or F's)*	8	39%	42%	26% [b]	26% [b]
	10	32%	36%	32%	29% [b]
Skipping School: During the last 4 weeks, how many whole days of school have you missed because you skipped or "cut"? *(District results: Skipped any days)*	8	19%	18%	19%	19%
	10	16%	17%	23% [b]	21%

* The bar chart includes 2010 HYS district and state results.

[a] The 2010 rate is significantly different from the 2008 rate.

[b] The state rate is significantly different from your district area rate.

CORE Measures of School Performance *(2010, Percent)*



		Oak Harbor		State	
CORE Measures of School Performance		2008	2010	2008	2010
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.		87	85	77	83
On-time Graduation Rate. The rate per 100 of students in the freshman cohort who graduate in four years to complete their degree.		82	80	72	76
Annual Dropout Rate. The percent of students enrolled in grades 9-12 who drop out in a single year without completing high school.		3	2	6	5

Consumption measures refer to the number of people who use a particular substance, whether alcohol, tobacco, or an illicit substance. In the PRI communities, the primary consumption variable we will measure is youth alcohol use.

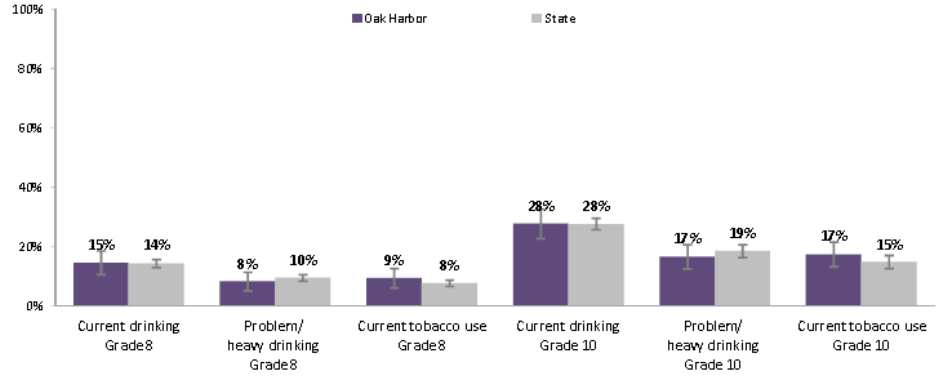
Youth Substance Use

- Current drinking
- Problem or heavy drinking
- Other substance use — tobacco, marijuana, other illegal drugs, prescription drugs

Youth Substance Use

Alcohol is the most widely used substance in our state, and is associated with the most harm. Consumption measures are also available for tobacco, marijuana, and other illegal drugs.

HYS Measures of Youth Substance Use *(2010, Percent)*



		Oak Harbor		State	
HYS Measures of Youth Substance Use	**GRADE**	**2008**	**2010**	**2008**	**2010**
Current Drinking. During the past 30 days, on how many days did you: Drink a glass, can or bottle of beer? (District results: Drink any days)	8	18%	15%	16%	14%
	10	28%	28%	32%	28%
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)*	8	12%	8%	11%	10%
	10	17%	17%	21%	19%
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)*	8	10%	9%	9%	8%
	10	17%	17%	17%	15%

* The bar chart includes 2010 HYS district and state results.

▲ The 2010 rate is significantly different from the 2008 rate.

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

INTERVENING VARIABLES | Characteristics that are strongly predictive of underage drinking and 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

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

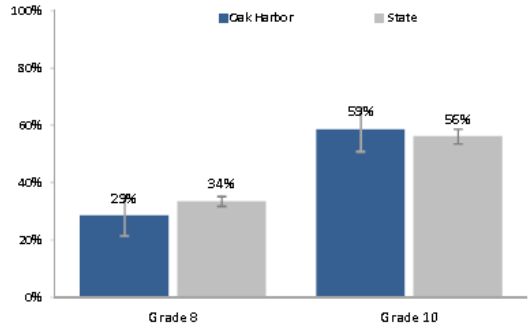
Community Connectedness

Measures of community connectedness are not available at the state level and so are not included in this data book. Coalitions can develop measures locally—and those measures should be collected on a regular (perhaps annual) basis.

Alcohol Availability

There are two aspects of alcohol availability that are important in determining prevention priorities. First, there is the actual physical availability—places where youth can get alcohol. Second is the perception of availability—the belief that alcohol is, or would be, available to them. Both of these have to change in order for there to be a significant impact on drinking rates.

HYS Measures of Alcohol Availability *(2010, Percent)*



		Oak Harbor		State	
HYS Measures of Alcohol Availability	GRADE	2008	2010	2008	2010
Youth Think Alcohol is Easy to Get. If you wanted to get some beer, wine, or hard liquor, how easy would it be for you to get some? *(District results: "Very easy" and "Sort of easy")*	8	33%	29%	37%	34%
	10	60%	59%	59%	56%

* The bar chart includes 2010 HYS district and state results.
  * The 2010 rate is significantly different from the 2008 rate.
  * The state rate is significantly different from your district area rate.

This section includes trend charts for the individual HYS questions used in the data book when available. Also included are local and state comparison charts for all of the Risk and Protective Factor scale results (not just those strongly associated with youth alcohol use). Lists of the individual questions that go into making each factor scale are provided.

The bar charts and tables includes HYS district and state results for all years available from 2002. Only the percent of student for each measure are presented. For more information on the number of respondents to each measure, please visit www.AskHYS.net. AskHYS includes item frequency reports from 2002 to 2010, under the Archive section. Fact sheets on specific topics are also available.

Consequence Measures

School Performance
- Low grades in school
- Skipping school

Youth delinquency
- Fighting
- Weapon carrying
- Gang membership
- Drinking and driving

Mental Health
- Depression
- Considering suicide
- Suicide attempts

Consumption Measures

Youth Substance Use
- Current drinking
- Problem/heavy drinking
- Currrent tobacco use
- Current marijuana use
- Current other illegal drug use
- Current prescription drug use

Intervening Variable Measures

Alcohol Availability
- Youth think alcohol is easy to get
- Where youth usually get alcohol

Alcohol Laws
- Police don't enforce underage drinking
- School doesn't enforce underage drinking

Community Norms
- Youth don't think drinking is wrong
- Friends drink alcohol
- Community doesn't think drinking is wrong

Perception of Risk
- Regular drinking isn't risky

All Risk and Protective Factor Scales

Community Risk Factors
- Low Neighborhood Attachment
- Perceived Availability of Drugs
- Perceived Availability of Handguns
- Laws And Norms Favorable to Drug Use

Community Protective Factors
- Opportunities for Prosocial Involvement

Family Risk Factors
- Poor Family Management
- Parental Attitudes Tolerant of Substance Use

Family Protective Factors
- Opportunities for Prosocial Involvement
- Rewards for Prosocial Involvement

School Risk Factors
- Academic Failure
- Low Commitment to School

Definitions

Archival data are those measures collected by a variety of federal, state, and local agencies for their own record keeping, but which are used in the CORE GIS for prevention needs assessment. For instance, police records of arrests, or coroners' reports of deaths are reported in the CORE GIS. They are sometimes called "social indicators".

Confidence Intervals (See Statistical Significance)

Consumption Indicators measure the number of people using/consuming various substances. These are reported as rates: for instance, 14% of 8th graders have tried alcohol in the past month.

Consequence Indicators measures behaviors or outcomes known to be associated with substance use. Some examples include car crashes, mental health disorders, and school problems. These are reported as rates: either percents (per 100) or sometimes "per 1000" or even "per 10,000."

CORE GIS – The Community Outcome and Risk Evaluation Geographic Information System (CORE GIS) is a comprehensive collection of "archival" data that are organized to match substance use risk factors, and serve as risk proxies (see below). Data in the CORE GIS profiles are available at state, county, school district (as a geographic designation for community) and "locales". The CORE GIS was developed by the Department of Social and Health Services, Research and Data Analysis Division, to assist the Department in prevention planning and needs assessment. CORE GIS reports are available at http://www.dshs.wa.gov/rda/research/risk.shtm.

Healthy Youth Survey (HYS) – The Healthy Youth Survey is a voluntary and anonymous survey administered across the state every two years in grades 6, 8, 10, and 12. The survey provides a wide variety of health and health behavior information about adolescents in Washington, including information on substance use and the risk and protective factors associated with substance use. The information from the Healthy Youth Survey can be used to identify trends in the patterns of behavior over time.

The 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 Health and Recovery, the Family Policy Council Health and Safety Networks, Department of Commerce, and the Liquor Control Board.

Intervening Variable – Certain characteristics of people, places or social settings create conditions in which substance use is more likely to occur. In our logic model these are called Intervening Variables. Law enforcement policies and risk/protective factors are examples of intervening variable. For instance, if the laws of a community are not enforced, then the conditions are ripe for substance use. By measuring these variables, and directing prevention services toward them, the likelihood of substance use is reduced.

In this data book, some of the intervening variables come from the archival data that are housed in the CORE GIS. However, most archival measures are based on public services or events that are susceptible to budget decisions (for instance the size of the police force, or the availability of treatment), or to changing social priorities, regardless of the incidents toward which they are directed (for instance, reports of suspected child abuse, or truancy). Therefore, archival indicators and risk proxy measures (see below) must be interpreted in their local context by people knowledgeable about the local setting.

Locale – In small communities or counties some events—such as an alcohol related car crash death or a youth suicide—happen rarely. As a result, annual rates calculated from such rare events may be unreliable. Additionally, we cannot report very small numbers for confidentiality reasons. To solve this problem, the CORE GIS has developed a geographic designation—the "locale". Locales aggregate archival data from neighboring small communities (counties and school districts) together. Annual rates calculated for a locale can be used to describe all communities which are part of the locale. (See reports at http://www.dshs.wa.gov/rda/research/4/53/2010/default.shtm.)

Needs Assessment – The community needs assessment is a process of gathering information needed to identify problems, existing programs and resources, and gaps between the two. The assessment requires participation by a group of community members with varying skills, interests and knowledge about the community. Ideally some members of this group have experience in using data to assess the level of a problem and the factors or conditions associated with that problem.