

Community Prevention & Wellness Initiative

Washington State Health Care Authority

## What's Happening in Your Community?

A Community Needs Assessment Data Book  
January 2019

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## 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.

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## 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).

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**Discussion:**

- Have you used the Data Book before?
- Why is the assessment process important?

**What's Happening in Sample Community?**  
A Community Needs Assessment Data Book



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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."

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## 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.

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## 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.

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## 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.

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## Discussion: Needs Assessment

- What are some action steps you need to take to begin this process?
- What are some roles for the coordinator in the needs assessment?
- What are some roles for the coalition in the needs assessment?

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## Data Books and the Strategic Prevention Framework

Organized around the CPWI logic model and Strategic Prevention Framework.

Adapted from SAMHSA Strategic Prevention Framework

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### [Name] Coalition Logic Model

Long-Term Consequences (10-15 years)	Behavioral Health Problems (Consumption) (1-5 years)	Intervening Variables (Risk/Protective Factors) (6-9 months)	Local Conditions and Contributing Factors (6 months - 1 year)	Strategies & Local Implementation	Evaluation Plan
What is the problem?	Why?	Why here?	But why here?	What are we doing about it?	So what? How will we know?
These problems... School Performance Youth Delinquency Mental Health [Add Yours Here]	These types of problems... Any Underage Drinking Underage Problems and Heavy Drinking [Add Yours Here]	with these common factors... Community Organization/Community Connectedness Alcohol Availability: Retail or Social Access Promotion of Alcohol alcohol use: Environments, Postives, Regulations [Add Yours Here] Low Commitment to School Favorable Attitudinal/Perception of Harm Friends Who Use (Based on assessment) Risk & Protective Factors: [Add Yours Here]	...specifically in our community... [Add Yours Here] [Add Yours Here] [Add Yours Here] [Add Yours Here]	...can be addressed thru these strategies... 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]	...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, FFS Environmental Strategies: Process measures: Community Survey, FFS Prevention/ Intervention Services: pre/post Direct Services: Assigned Program pre/post and process measures, FFS
State Assessment	Local Assessment	Risk/Implementation	Reporting/Exit		

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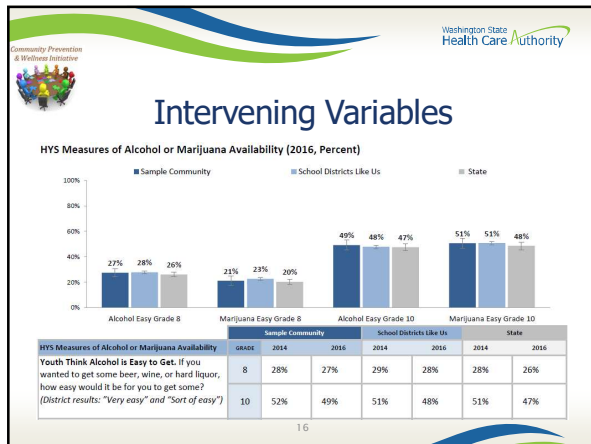
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- Data Book Contents**
1. MEASURES AVAILABLE FOR THE COMMUNITY NEEDS ASSESSMENT
  2. HOW TO READ THE CHARTS AND TABLES
  3. Consequences
  4. Consumption
  5. Intervening Variables
  6. Additional HYS Data
  7. Additional CORE Data
  8. Demographic Profile
  9. Poverty map
  10. DEFINITIONS
- Core logic model domains
- Data over time, Risk & protective factor summaries

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**How to Interpret Confidence Intervals**  
pg. 93 and 94

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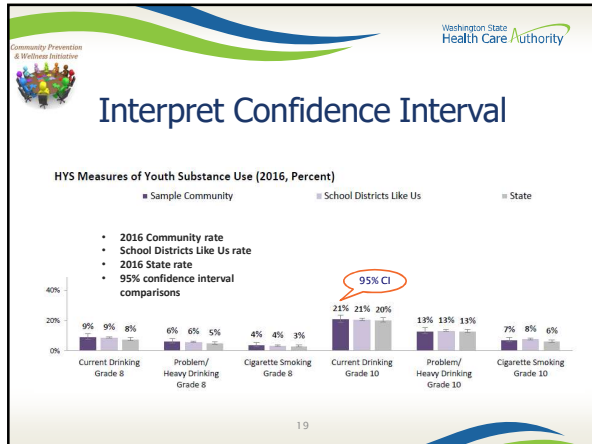
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**What are Confidence Intervals and why do you need them?**

- The confidence interval  $\pm$  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.

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**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.

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### How do we talk about the results with the confidence intervals?

Group	Percentage
Group 1	29%
Group 2	23%

Low Grades Grade 8

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

OR

- About 29% of the 8<sup>th</sup> grade students who took the survey reported low grades in school.

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### Non-significant Difference

Category	Local (%)	State (%)
Smoked cigarettes	15	20

Smoked cigarettes

Percent of students

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### Significant Difference

Category	Local (%)	State (%)
Smoked cigarettes	15	20

Smoked cigarettes

Percent of students

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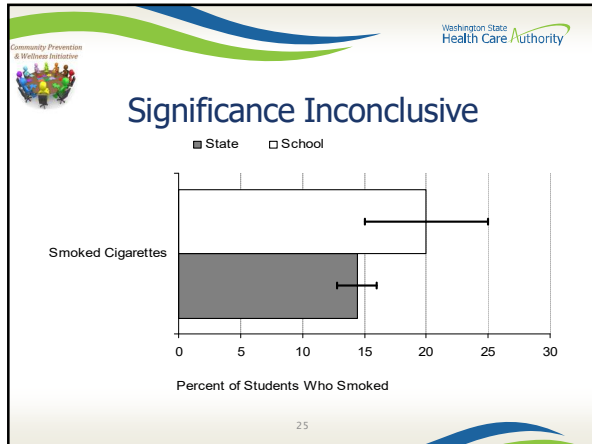
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### Testing Significance Tool

- If you need to know for sure, there is a “Tool” to test for significance at: [www.AskHYS.net/Training](http://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%.

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### What is “School Districts Like Us”?

Pg. 94

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## Cluster Analysis

- Cluster analysis: grouping of a set of objects so 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.

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## 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.

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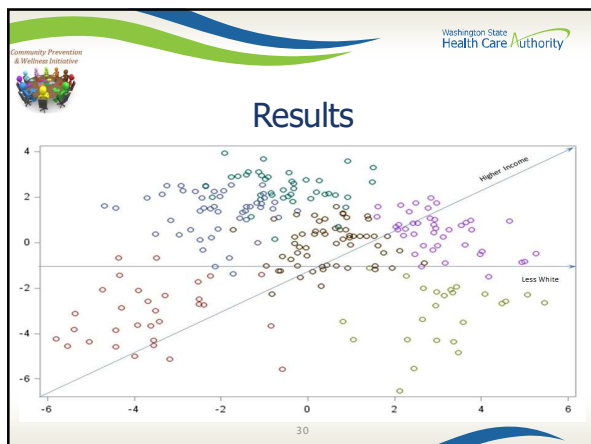
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### Results: SDLU Groups of Communities

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

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### Results: SDLU Cluster Means

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

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

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## Data Book Templates: Regular

HYS Measures of Youth Substance Use (2016, Percent)

Grade 8

Grade 10

HYS Measure of Youth Substance Use	Sample Community	School Districts Like Us	State
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)	10%	9%	10%
Problem/Heavy Drinking, (District results: 2-5 days drinking in the past 30 days and/or 2 binge past 2 weeks, or 4+ days drinking in the past 30 days and/or 2+ binge past 2 weeks)	22%	23%	22%
Current Cigarette Smoking, During the past 30 days, on how many days did you smoke cigarettes? (District results: Smoke any days)	7%	6%	7%

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## Data Book Templates: Small Community

HYS Measures of Youth Substance Use (2016, Percent)

Community X

Grade 8

HYS Measure of Youth Substance Use	Community X	School Districts Like Us	State
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)	14%	9%	10%
Problem/Heavy Drinking, (District results: 2-5 days drinking in the past 30 days and/or 2 binge past 2 weeks, or 4+ days drinking in the past 30 days and/or 2+ binge past 2 weeks)	14%	23%	22%
Current Cigarette Smoking, During the past 30 days, on how many days did you smoke cigarettes? (District results: Smoke any days)	14%	6%	7%

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## Why bother with two templates?

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## Small School Districts

- 186 Small School Districts in Washington State.
  - 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.

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## Small School District Participation Program

- 38 CPWI Coalitions represent Small School Districts.
- Goal: increase the number of respondents.
  - smaller confidence intervals.
  - more stable results.

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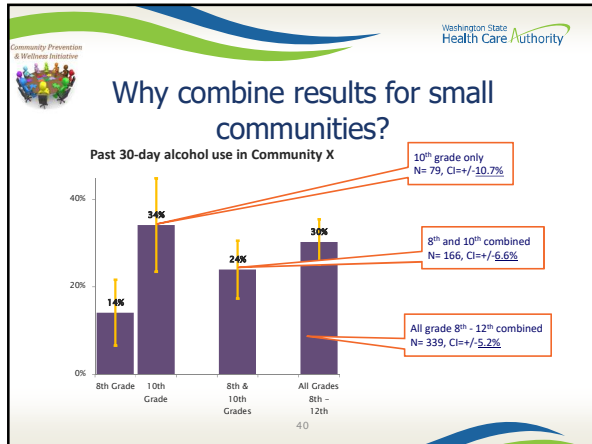
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- 
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- ### Sources of Data
- Social indicator data
  - Healthy Youth Survey
  - Local Data
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## Data Sources – Social Indicator

### 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

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## 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

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## Discussion: Local data

- *We've given you a lot of data resources so why is your local data important?*
- *Where might you go to find local data?*
- *Who might you recruit to help you?*

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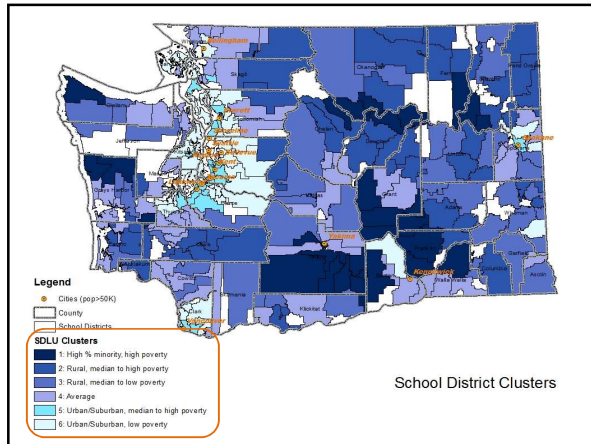
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## HYS Participation Rate – Regular Data Book Example

	Grade 8	Grade 10
Students Participating in the 2016 Survey	254	276
Survey Participation Rate	79%	72%

- 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).

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## HYS Participation Rate – Small District Data Book Example

	Grades 8 and 10	Grades 8-12
Students Participating in the 2016 Survey	22	22
Survey Participation Rate	S	S

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.

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## 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.

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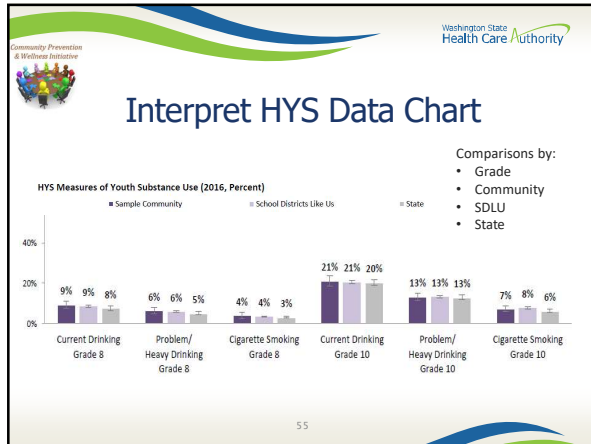
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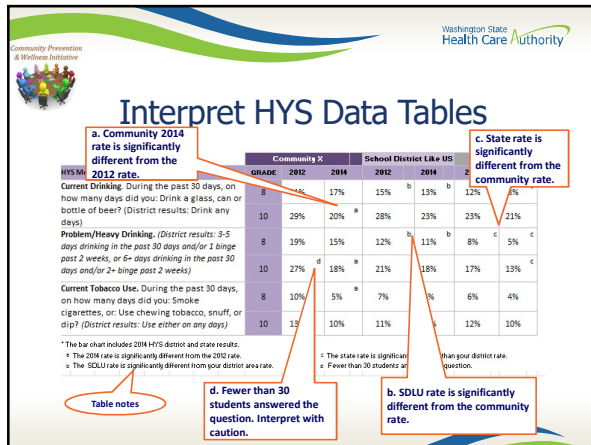
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**Table Notes – Statistical Comparisons**

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- COMPARE YEARS:** The 2016 rate is significantly different from the 2014 rate.
- COMPARE SDLU:** The “school districts like us” rate is significantly different from your school district area rate.
- COMPARE STATE vs. DISTRICT:** The state rate is significantly different from your district area rate.
- Fewer than 30 students answered this question.

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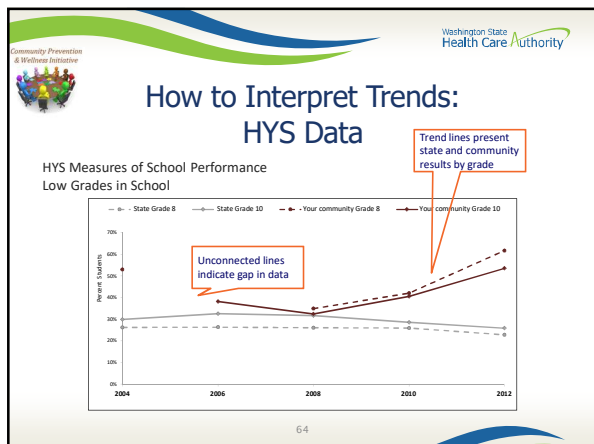
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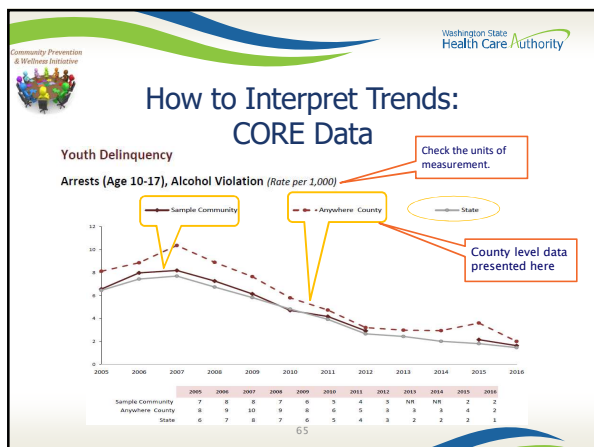
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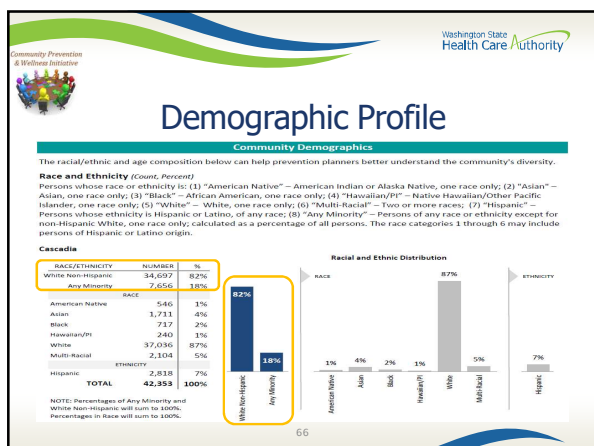
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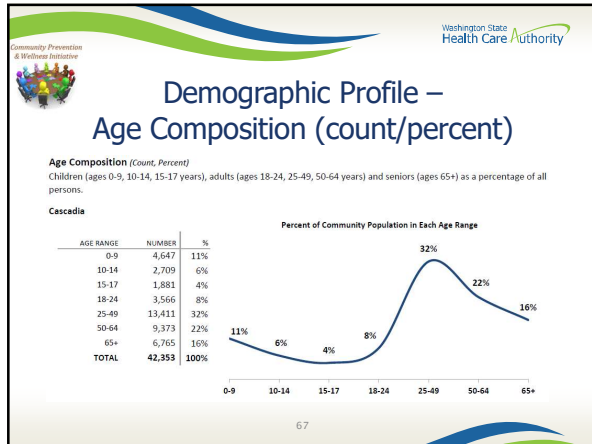
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**When are data not reported?**

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**Understand Missing Data**

.	– Data are not available.
S	– Fewer than 15 students in the grade took the Healthy Youth Survey OR the response rate was lower than 40%. In the section "Additional Healthy Youth Survey Data" starting on page 24 suppressed data points are shown as gaps in the trend lines and blank cells in the tables.
NR	– Not reliable due to non-reporting of police jurisdictions data.
UN	– Unreliable conversion of events to report geography.
SP	– Suppressed by agreement with data provider (e.g., when denominator is below 100 in some cases)
SN	– Small Number Sample. Geography has less than 30 events in the denominator.

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## 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

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## 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.

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## Talking About Data

- Simplify!
  - Round decimal places.
  - Include CI carefully where appropriate.
- Think about ways of stating the same result.
  - About 75% of 8<sup>th</sup> graders.
  - About 3/4 of 8<sup>th</sup> graders.
  - About three out of four 8<sup>th</sup> graders.
  - Turn percentage into number of people.

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## 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.

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## 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.

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## Message Map

Example from tobacco prevention program

**Our program has been successful in reducing youth smoking, but there are still challenges ahead**

Detail 1	Detail 2	Detail 3
Washington has a comprehensive youth tobacco prevention program	Fewer youth are smoking than prior to the program in WA	Youth are still at risk for using tobacco. Continued work is necessary to keep rates low
<b>Fact 1</b> The program reaches youth at home, in their community and at school in all areas of the state	<b>Fact 1</b> Overall, current youth smoking rates have dropped by 50%	<b>Fact 1</b> 45 kids start smoking every day in WA
<b>Fact 2</b> The program is based on CDC best practices	<b>Fact 2</b> Declines have not been as strong in the past few years among younger youth	<b>Fact 2</b> The use of alternative tobacco products such as cigars, flavored cigarettes, and cloves has been increasing

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## 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

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## Additional Resources

**Healthy Youth Survey:**  
[www.AskHYS.net](http://www.AskHYS.net)

**CORE reports:**  
<https://www.dshs.wa.gov/sesa/research-and-data-analysis/community-risk-profiles>

**Mapping Opioid & Other Drug Issues (MOODI)**  
<http://moodi.lgan.com/>

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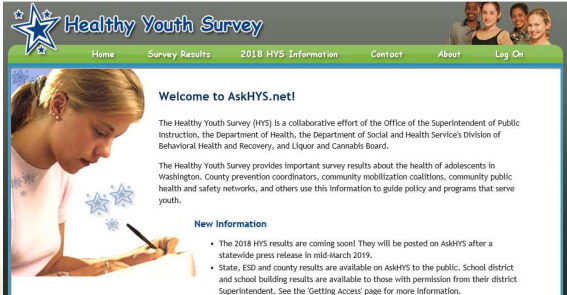
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## Other Sources of HYS Data: AskHYS.net



The screenshot shows the AskHYS.net website with a navigation menu (Home, Survey Results, 2018 HYS Information, Contact, About, Log On) and a main content area titled 'Welcome to AskHYS.net!'. The text describes the survey as a collaborative effort involving the Office of the Superintendent of Public Instruction, the Department of Health, and the Department of Social and Health Services. It also mentions that 2018 results are coming soon and that state and county results are available on the site.

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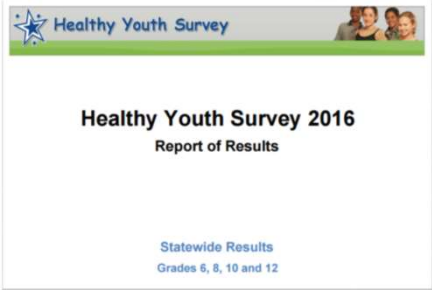
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## School District Frequency Report



The screenshot shows the 'Healthy Youth Survey 2016 Report of Results' page. It features the survey logo and a title 'Healthy Youth Survey 2016 Report of Results'. Below the title, it specifies 'Statewide Results' for 'Grades 6, 8, 10 and 12'. The page number '81' is visible in the bottom right corner.

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## Medicine Take Back Locations



Map showing Medicine Take Back Locations across Washington State. The map includes major cities like Seattle, Tacoma, Olympia, and Spokane, and various national forests and parks. Red and blue icons indicate take-back locations.

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## 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.

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## What are Risk and Protective Factors?

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## 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?

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## 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

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## 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.

**Community Connectedness**

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

**Risk of Use**

- Perception of Law Enforcement Risk
- Perception of Risk of Harm from Alcohol/Drug Use

**Norms around Use**

- Attitudes Toward Youth Use
- Friends Use
- Perception of Adult Attitudes

**Alcohol or Marijuana Availability**

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

**Risk of Use**

- Perception of Law Enforcement Risk
- Perception of Risk of Harm from Alcohol/Drug Use

**Norms around Use**

- Attitudes Toward Youth Use
- 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

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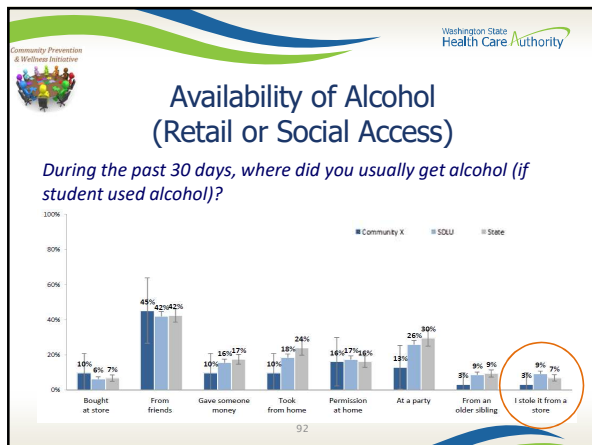
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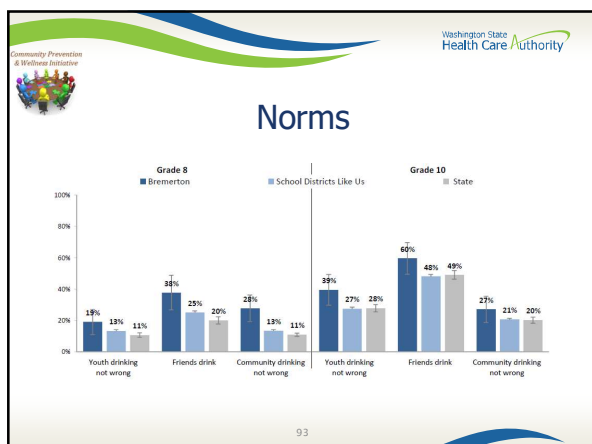
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## What Next?

- Complete Assessment Process
  - Needs Assessment.
  - Resource Assessment.
  - Gap Analysis.

Adapted from SAMHSA Strategic Prevention Framework

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## What is the Resources Assessment?

- A systematic process for examining the current resources within your community which are reducing risk factors and increasing protective factors.
- Resources are funding, program, policy, initiative, people, and/or service-related.
  - Help to reduce the likelihood of substance misuse/abuse.
  - Promote healthy communities.
  - Address local conditions.
  - Solve top community concerns.

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## Resources Assessment Process

- Identify gaps where new services should be implemented.
- Avoid duplication of services.
- Build collaboration among service providers.
- Identify existing resources to sponsor new programs.
- Ensure you are creating a comprehensive prevention strategy for your community.
- Ensure you are impacting your identified risk and protective factor priorities.

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## Resources Assessment Benefits

- Community Resources Assessment will assist the coalition to:
  - Identify key resources needed to support your Strategic Plan.
  - Build collaboration among service providers.
  - Recognize evidence-based direct services and environmental efforts.
  - Identify gaps in services and avoid any duplication in services.
  - Promote the work and efforts of the coalition to build capacity and sustainability.

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## Collecting Information

Interviewing a community resource provider:

1. Deliver opening comments in 1 minute.
  - a. Introduce yourself.
  - b. Introduce the coalition you are representing.
  - c. Describe CPWI and the Strategic Prevention Framework.
  - d. Clarify you are conducting a Resources Assessment and Gap Analysis.
2. Ask if they would like to participate in the effort.
3. Ask questions to gather information on their resource(s).
4. Thanks!

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## Gap Analysis

- A community review of gaps will assist you to:
  - Identify gaps in services.
  - Avoid duplication in services.
  - Build collaboration among service providers.
  - Ensure you are putting your time and money where it will have the greatest impact.
  - Ensure you are creating a comprehensive prevention strategy for your community.
  - Ensure you are effectively impacting your priority intervention variables and contributing factors.

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## What is a gap?

- Program and service gaps exist in a variety of forms.
- **Developmental gaps** – identify if services are available at appropriate developmental ages?
- **Geographic gaps** – are services available throughout the community?
- **Population/Demographic gaps** – are services reaching all potential participants appropriately?
- **Intervening variable/contributing factors** – are these being adequately addressed?

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## Example: How to determine gaps in resources

- Priority intervening variable: Family Management
- Resource gaps:
  - No parenting classes for parents of 12-14 year olds.
  - No parenting classes provided in Spanish.
  - Existing parenting classes are not evaluated for effectiveness.
  - Existing parenting classes are not filled to capacity.
  - No family crisis counseling provided 24/7.
  - Lack of skilled parenting instructors in the community.
  - No existing parenting classes to teach appropriate skills to promote attachment with newborns.

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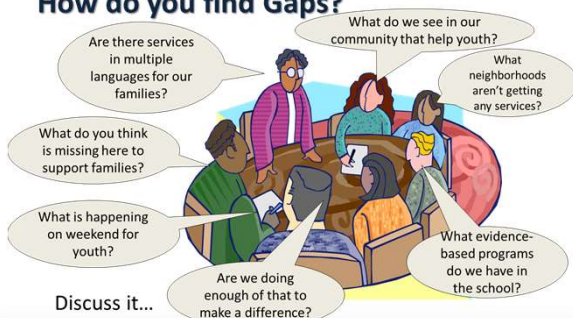
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## How do you find Gaps?



Discuss it...

Are there services in multiple languages for our families?

What do you think is missing here to support families?

What is happening on weekend for youth?

Are we doing enough of that to make a difference?

What do we see in our community that help youth?

What neighborhoods aren't getting any services?

What evidence-based programs do we have in the school?

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## Discussion: Resources Assessment and Gap Analysis

- How will your coalition collect resources information?
- How will your coalition identify gaps?
- How will this information inform your strategy selection?
- What information is important to include in your Strategic Plan?

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## Questions to Consider for Coalition Involvement

- Consider the individuals and groups that work with you currently, what is their engagement level?
- If you wanted to sustain their involvement, what do you need to do?
- If you wanted to strengthen their engagement with you, what do you need to do?
- What might a new member need from the group in order to feel involved and engaged as opposed to someone who has been involved for a while?
- What might someone from another culture or someone who is not familiar with group problem-solving and decision-making need from a group in order to feel involved and engaged as opposed to someone who is very familiar with those processes?

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## Successful Membership

- Develop an organizational chart and emphasize with coalition membership.
- Identify clear roles and responsibilities.
- Create written "job descriptions."
- Get members to agree upon expectations regarding active membership.
- Establish objective of each workgroup.
- Create by-Laws and decision making process.

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Please keep your questions focused on the training today (Assessment Process and Data Books). For all other questions please direct them to [prevention@hca.wa.gov](mailto:prevention@hca.wa.gov).

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## Resources Assessment and Gap Analysis: Resources

- Resource assessment:
  - [https://www.theathenaforum.org/resource\\_assessment](https://www.theathenaforum.org/resource_assessment)
  - <https://www.theathenaforum.org/resources-assessment-training-webinar-slides>
  - <https://www.theathenaforum.org/pri-resources-assessment-webinar-series-all-docs>
- OWL e-learning:  
<https://www.theathenaforum.org/owl>.

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## Contacts

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