

What's Happening in Your Community?

A Community Needs Assessment
Data Book

November 2017



What's Happening in Cascadia?

A Community Needs Assessment Data Book





Have you used the data book before?

What's Happening in Cascadia?

A Community Needs Assessment Data Book





Learning Objectives

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



Learning Objectives

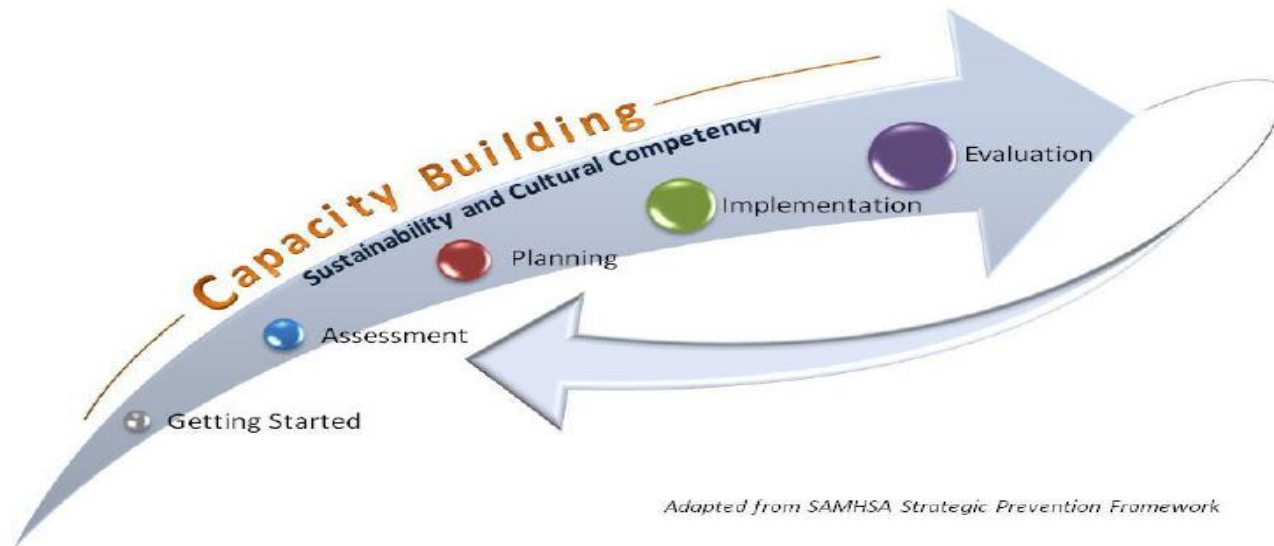
- Describe the contents of this data book and articulate how the data relate to the CPWI logic model.
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Purpose of the Data Book

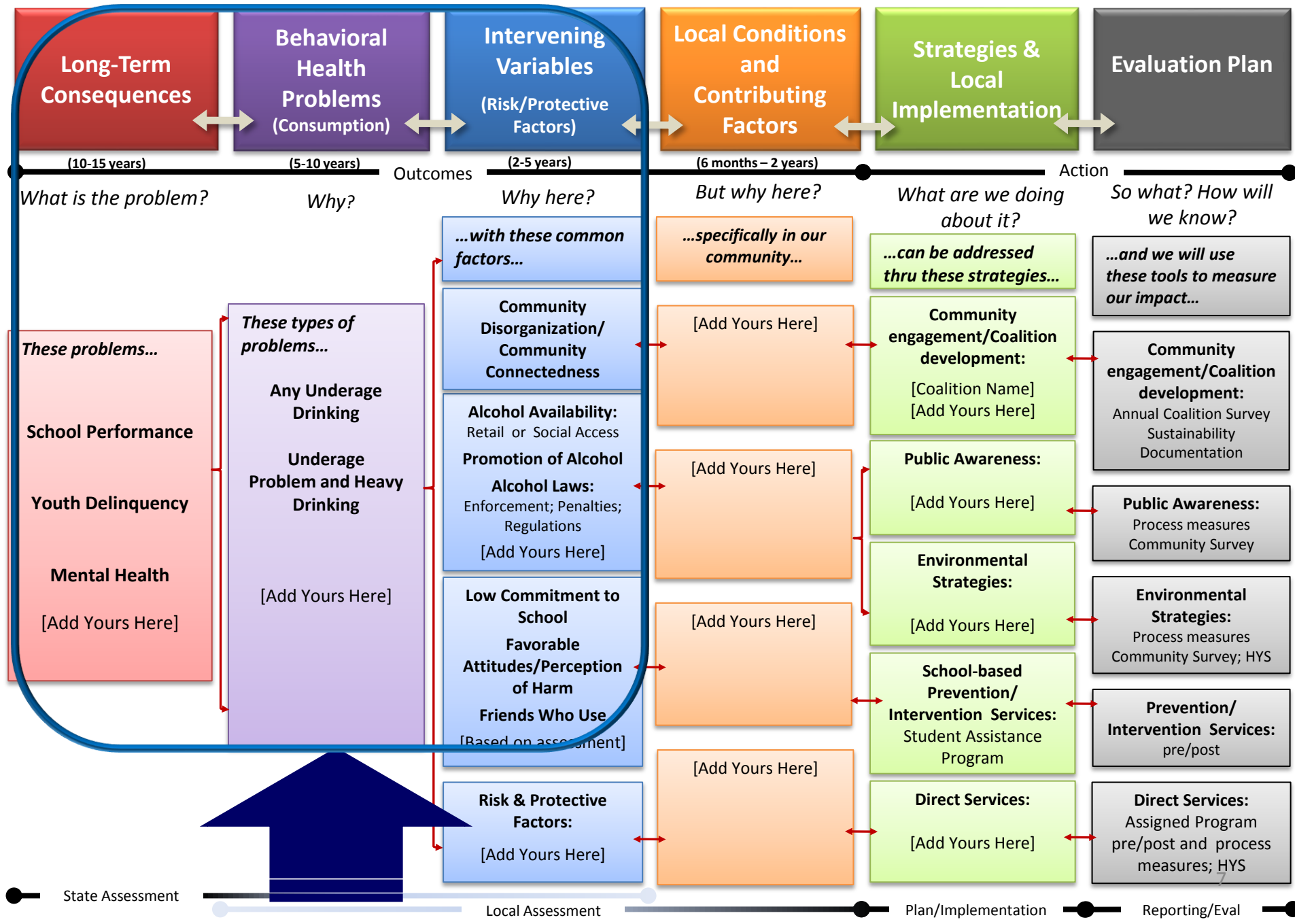
- The data book
 - provides data for your needs assessment
 - is organized around the CPWI logic model and planning framework

DBHR COMMUNITY PREVENTION AND WELLNESS INITIATIVE PLANNING FRAMEWORK



Adapted from SAMHSA Strategic Prevention Framework

[Name] Coalition Logic Model





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

What are the problems we are trying to address?

Measures

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

What are the problems areas?

Measures

[Community Connectedness]

- Alcohol Availability**
- Ease of access and usual sources
 - Density of licenses
- [Promotion of Alcohol]
- Risk of Alcohol Use**
- Enforcement risk
 - Perception of harm
- Norms**
- Youth, peers, and adults

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

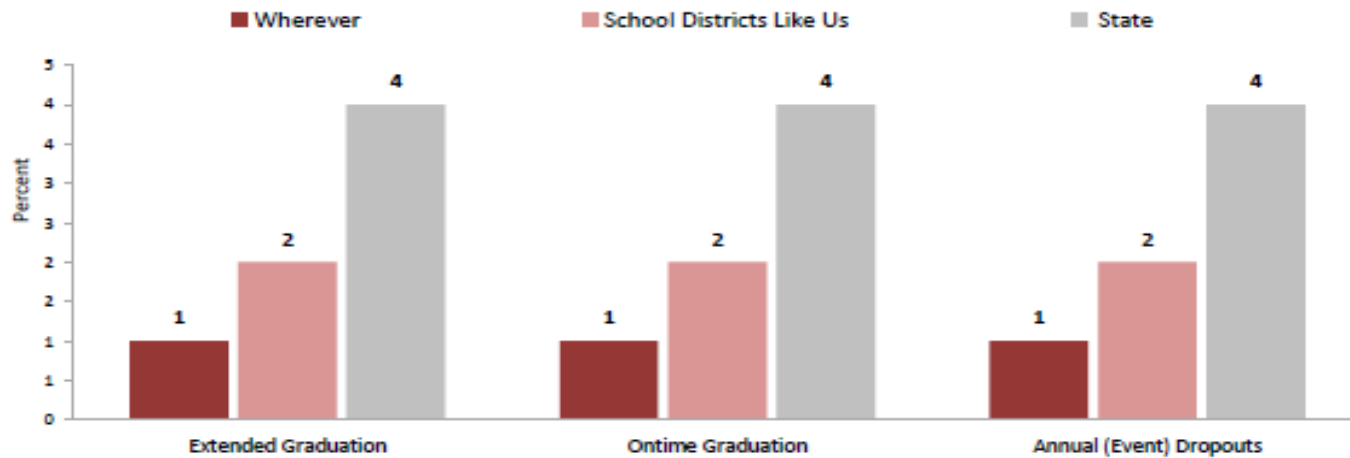
Why are the problems present in our community?



Consequence Data

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

CORE Measures of School Performance (2012, Percent)



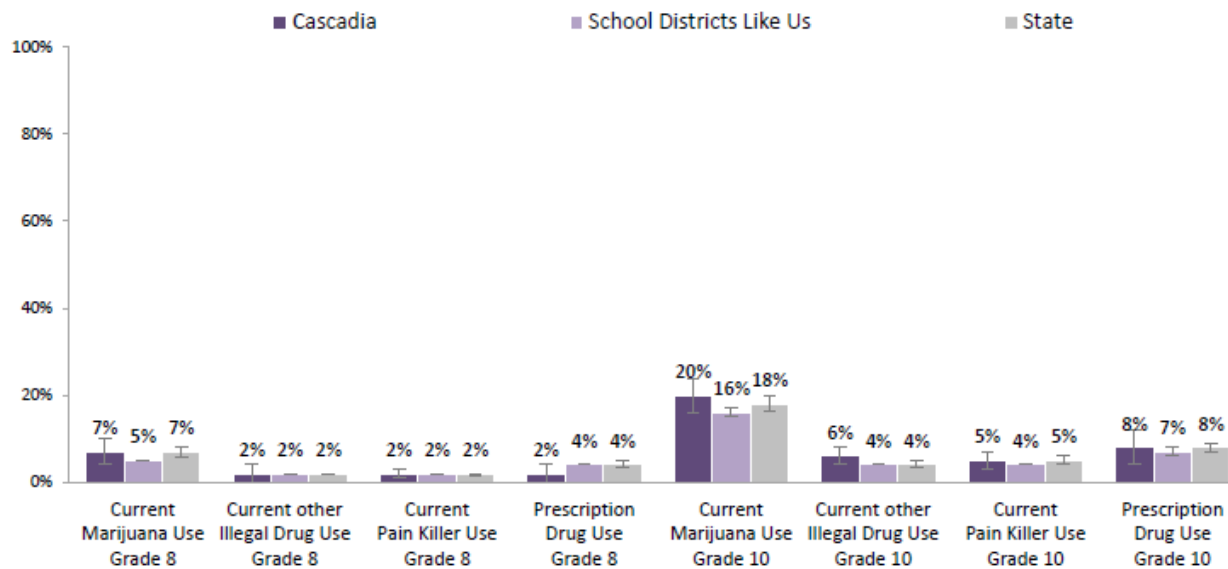
CORE Measures of School Performance	Wherever		School Districts Like Us		State	
	2012	2014	2012	2014	2012	2014
Extended Graduation Rate. The rate per 100 of students in the freshman cohort who graduate including those students who stay in school and take more than four years to complete their degree.	0	0	0	0	0	0

Consumption Data



HYS Measures of Youth Substance Use (2014, Percent)

Using prescription drugs in a way not intended by a doctor---for instance, to stay awake, or "to get high"---is considered drug abuse. In particular, drugs that affect the brain can lead to dependence. This is true of opiod pain relievers, stimulants, and depressants.

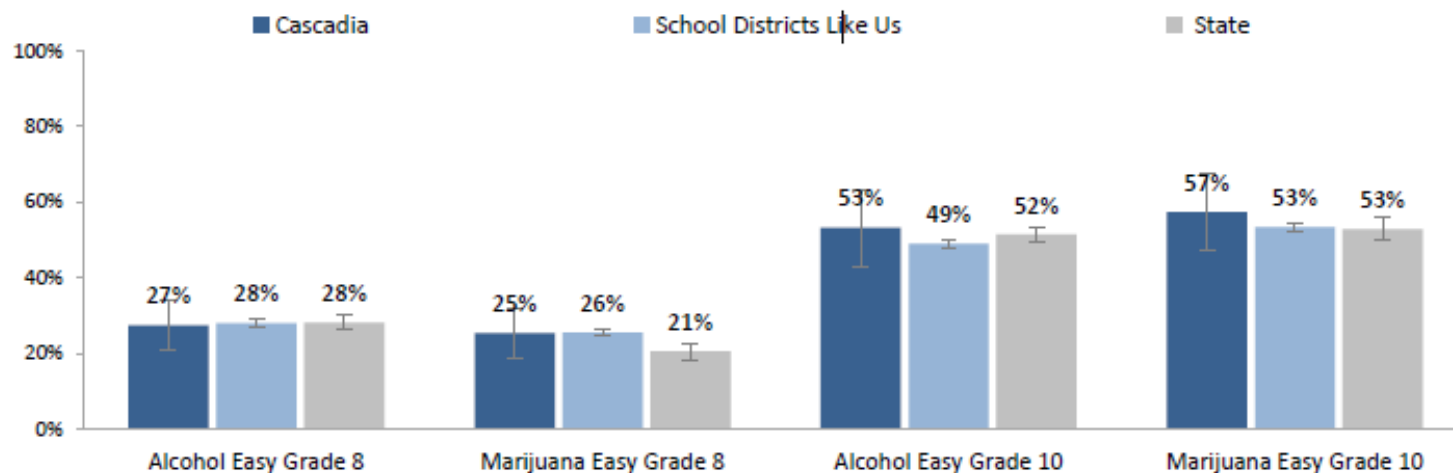


HYS Measures of Youth Substance Use	GRADE	Cascadia		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
Current Marijuana Use. During the past 30 days, on how many days did you: Use marijuana or hashish? (District results: Use any days)	8		7% ^a	7%	5%	9%	7%
	10	23%	20%	18% ^b	16%	19%	18%
Current Other Illegal Drug Use. During the past 30							



Intervening Variables

HYS Measures of Alcohol or Marijuana Availability (2014, Percent)



HYS Measures of Alcohol or Marijuana Availability	GRADE	Cascadia		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
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?	8	24%	27%	31%	28%	32% ^c	28%



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



Learning Objectives

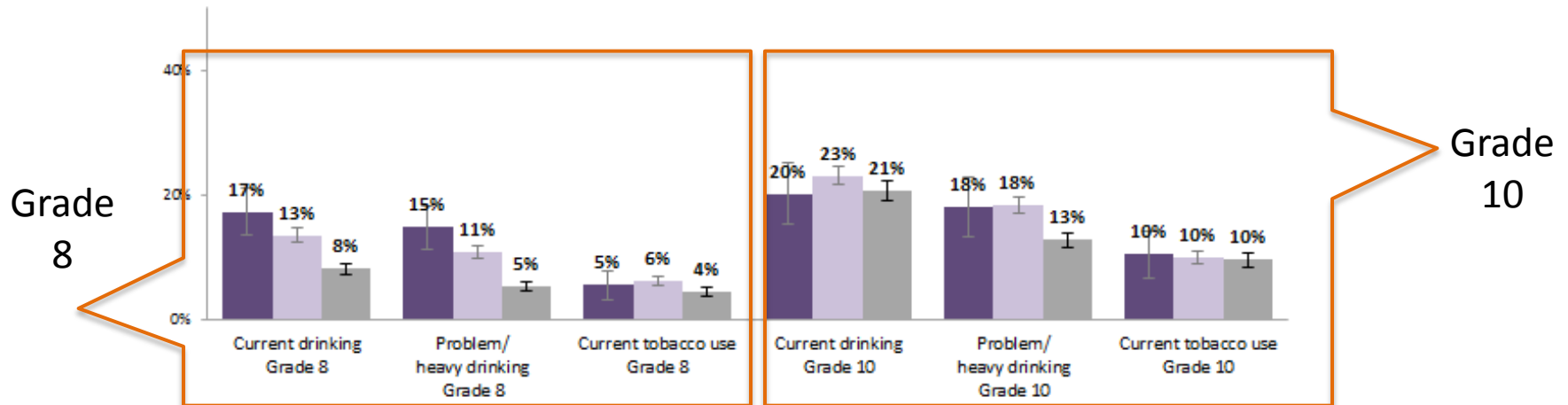
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Data Book Templates: Regular

HYS Measures of Youth Substance Use (2014, Percent)

■ Community X ■ School District Like Us ■ State

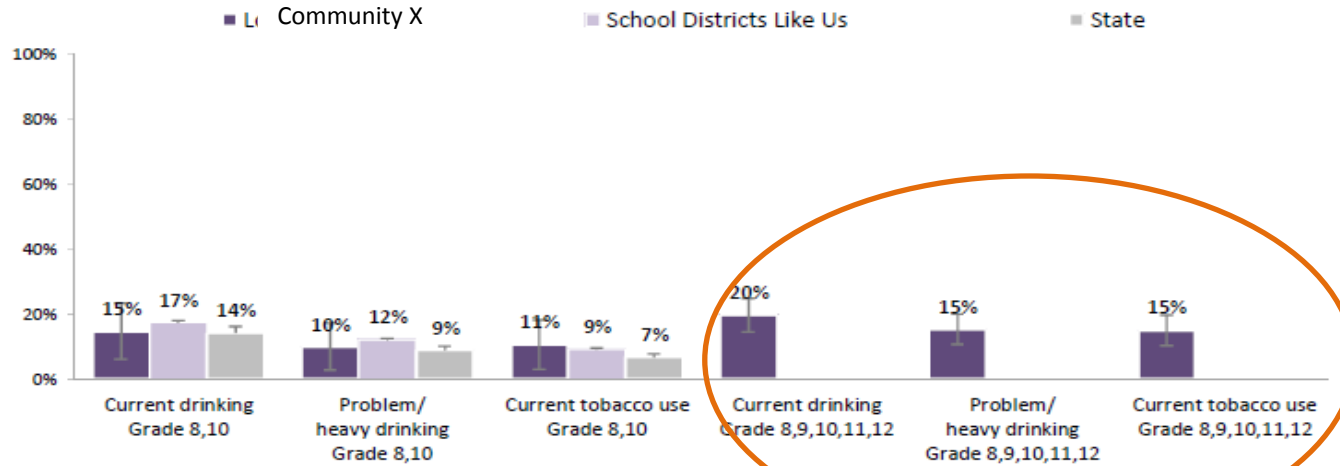


HYS Measures of Youth Substance Use	GRADE	Community X		School District Like US		State	
		2012	2014	2012	2014	2012	2014
Current Drinking. During the past 30 days, on how many days did you: Drink a glass, can or bottle of beer? (District results: Drink any days)	8	21%	17%	15%	^b 13%	12%	^c 8%
	10	29%	20% ^a	28%	23%	23%	21%
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	19%	15%	12%	^b 11%	8%	^c 5%
	10	27%	18% ^a	21%	18%	17%	13% ^c
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%	5% ^a	7%	6%	6%	4%
	10	13%	10%	11%	10%	12%	10%



Data Book Templates: Small Community

HYS Measures of Youth Substance Use (2014, Percent)



HYS Measures of Youth Substance Use	GRADE	Community X		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
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 and 10	11%	15%	21% ^b	17%	18% ^c	14%
	8,9,10,11,12		20%				
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+ binae past 2 weeks)	8 and 10	9%	10%	15%	12%	12% ^c	9%
	8,9,10,11,12		15%				
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 and 10	5%	11%	13%	9%	9% ^c	7%
	8,9,10,11,12		15%				

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

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

^b The "school districts like us" rate is significantly different from your school district area rate.

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

^d Fewer than 30 students answered this question.

Why bother with two templates?





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



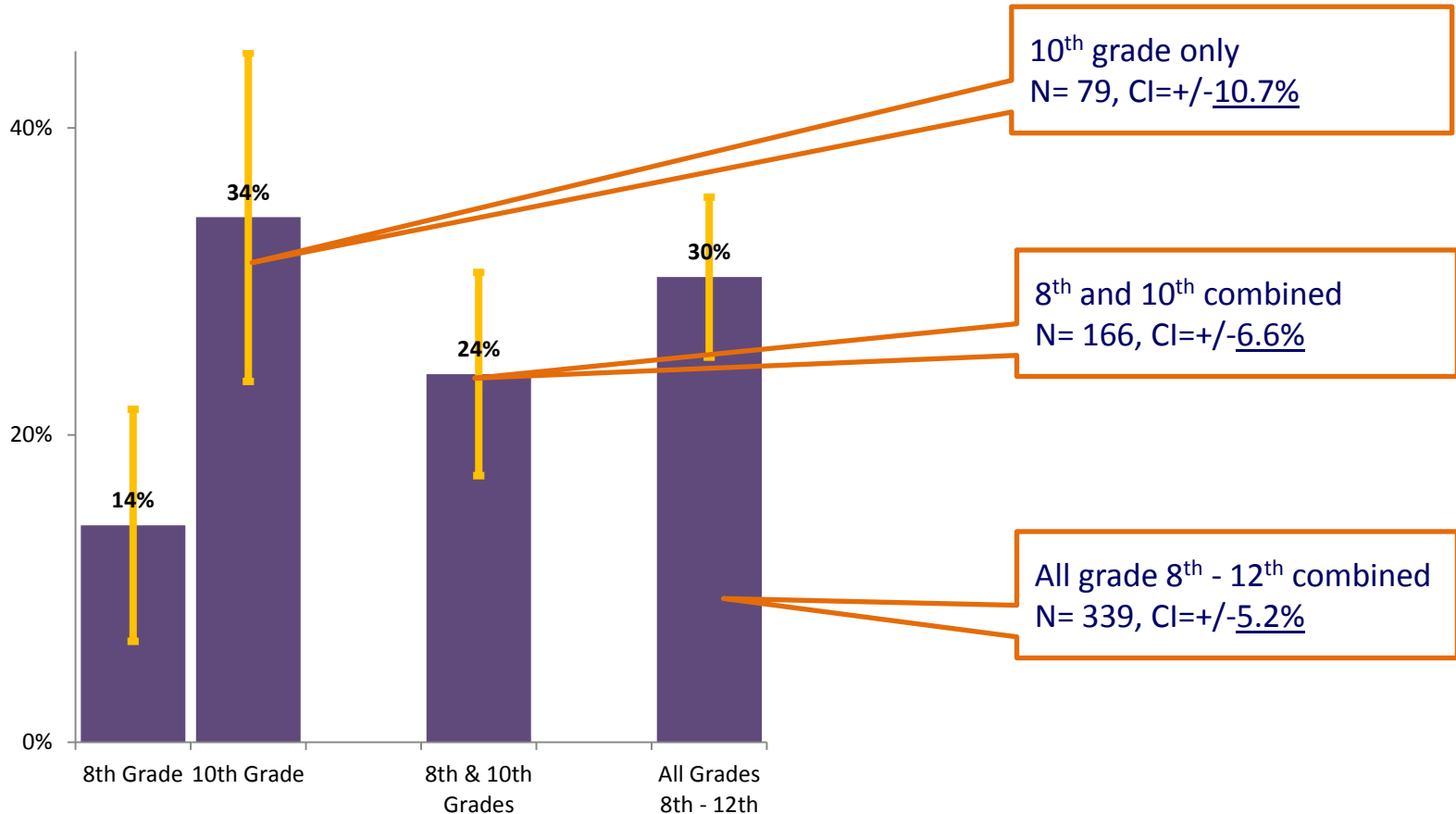
Small School District Participation Program

- 32 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





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Data Sources - CORE

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



Types of Data

Most recent data

- Healthy Youth Survey – 2014 and 2016
- CORE data – 2 years (most recent)

Trend data

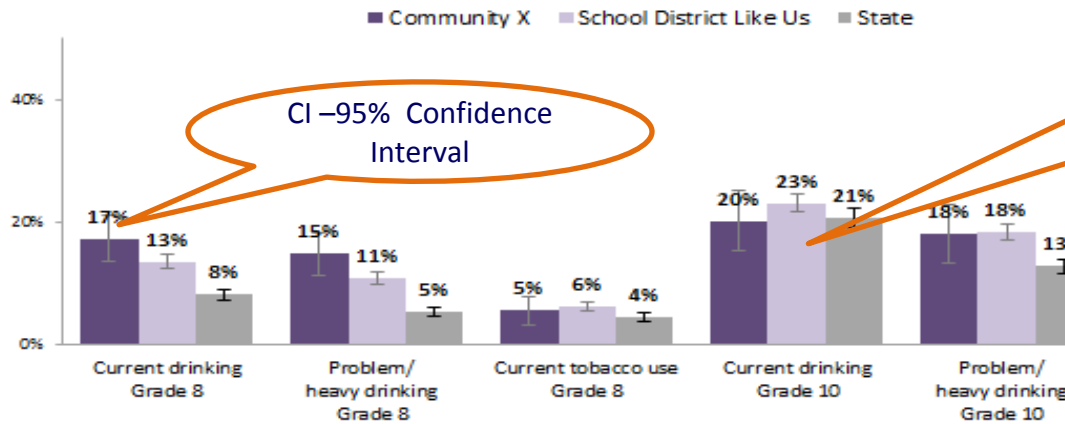
Demographic profile

Map



Most Recent Data: 2014, 2016 HYS Regular Data Book

HYS Measures of Youth Substance Use (2014, Percent)



CI -95% Confidence Interval

Charts compare 2014 community, SDLU, and state results

Tables present community and state rates, by grade and year

HYS Measures of Youth Substance Use	GRADE	Community X		School District Like US		State	
		2012	2014	2012	2014	2012	2014
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	21%	17%	15% ^b	13% ^b	12% ^c	8% ^c
	10	29%	20% ^a	28%	23%	23%	21%
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	19%	15%	12% ^b	11% ^b	8% ^c	5% ^c
	10	27% ^d	18% ^a	21%	18%	17%	13% ^c
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%	5% ^a	7%	6%	6%	4%
	10	13%	10%	11%	10%	12%	10%

Table notes

* The bar chart includes 2014 HYS district and state results.
 a The 2014 rate is significantly different from the 2012 rate.
 b The SDLU rate is significantly different from your district area rate.

c The state rate is significantly different than your district rate.
 d Fewer than 30 students answered this question.



SDLU - School Districts Like Us

What is “school districts like us” (SDLU)?

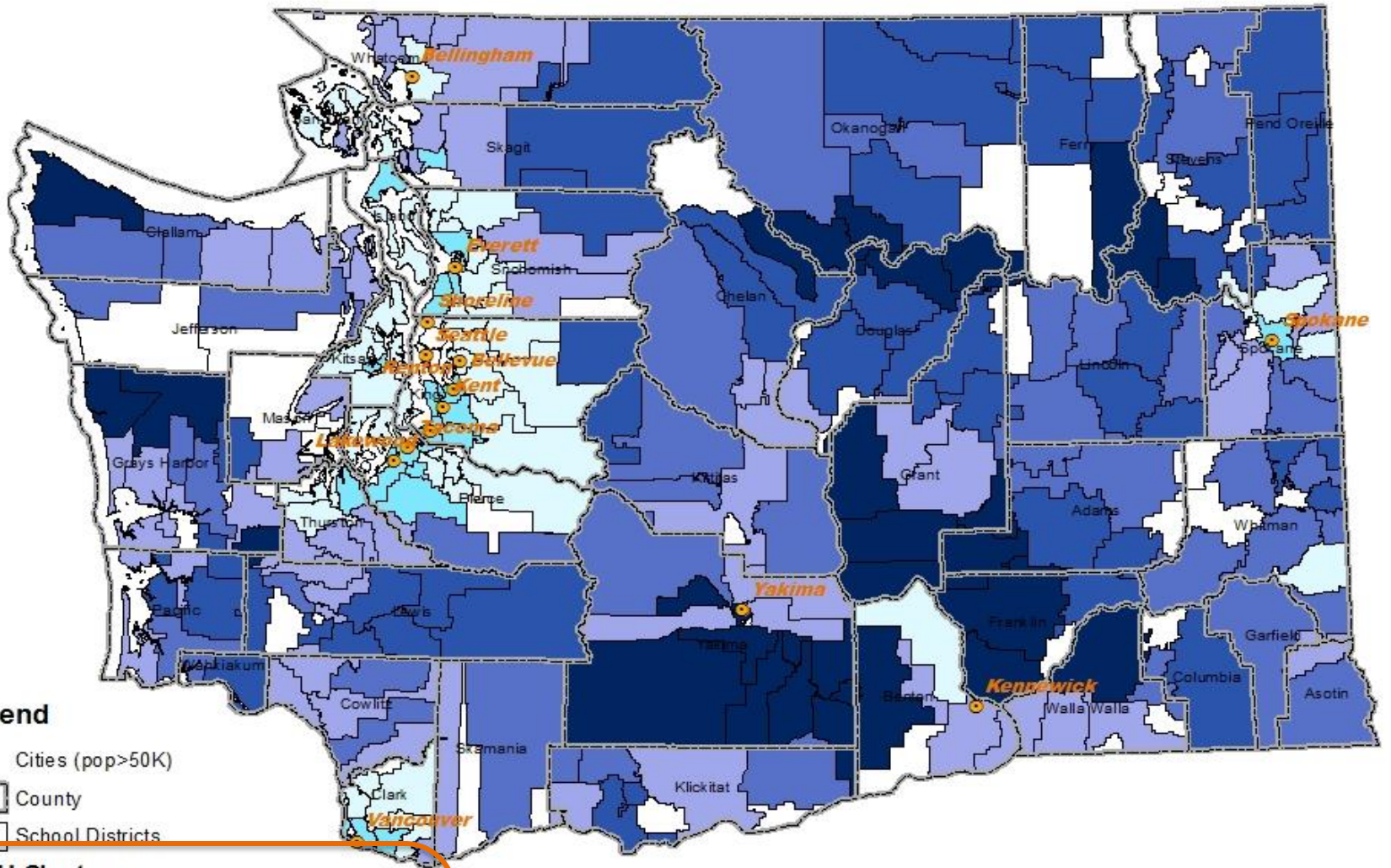
- SDLU are communities that share similar demographic and socioeconomic characteristics as your community



SDLU - School Districts Like Us

SDLU have similar characteristics in

- Race/ethnicity
- Poverty level
- Population density
- Relationship between school district and community (% levy approved)



School District Clusters



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HYS Participation Rate – Regular Data Book Example



	Grade 8	Grade 10
Students Participating in the 2014 Survey	661	418
Survey Participation Rate	81%	60%

- 70% + probably representative of students
- 40- 69% Results may be representative
- 40% or less probably not representative of students. Data are not reported (SUPPRESSED)

HYS Participation Rate – Small District Data Book Example



	Grades 8 and 10	Grades 8-12
Students Participating in the 2016 Survey	23	29
Survey Participation Rate	77%	\$

Grades 8 and 10

- 77% participation: probably representative of students
- 23 students participated: small sample, less stable results

Grades 8 – 12

- Data suppressed, possible reasons:
 - 40% of enrolled students or less participated in survey
 - missing data from any grade for small school district participants



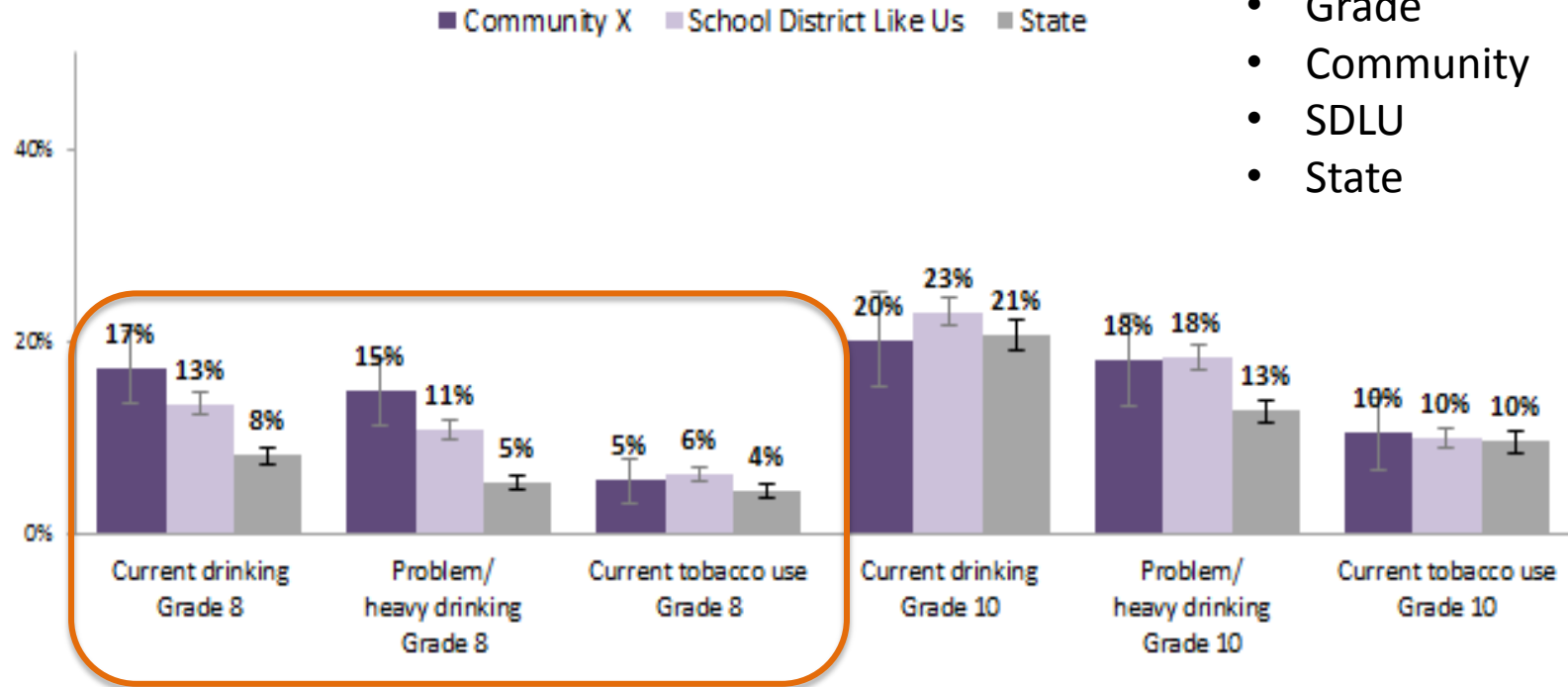
Statistical Significance

- 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 HYS Data Chart

HYS Measures of Youth Substance Use (2014, Percent)



Comparisons by:

- Grade
- Community
- SDLU
- State



Interpret HYS Data Tables

HYS Measures of Youth Risk Behavior	Grade	Community X		School District Like US			
		2012	2014	2012	2014	2012	2014
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	22%	17%	15%	13%	b	b
	10	29%	20%	28%	23%	23%	21%
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	19%	15%	12%	11%	b	c
	10	27%	18%	21%	18%	17%	13%
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%	5%	7%	6%	a	c
	10	13%	10%	11%	10%	12%	10%

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

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

- * The bar chart includes 2014 HYS district and state results.
- a The 2014 rate is significantly different from the 2012 rate.
- b The SDLU rate is significantly different from your district area rate.
- c The state rate is significantly different than your district rate.
- d Fewer than 30 students answered this question.

Table notes

d. Fewer than 30 students answered the question. Interpret with caution.

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



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.

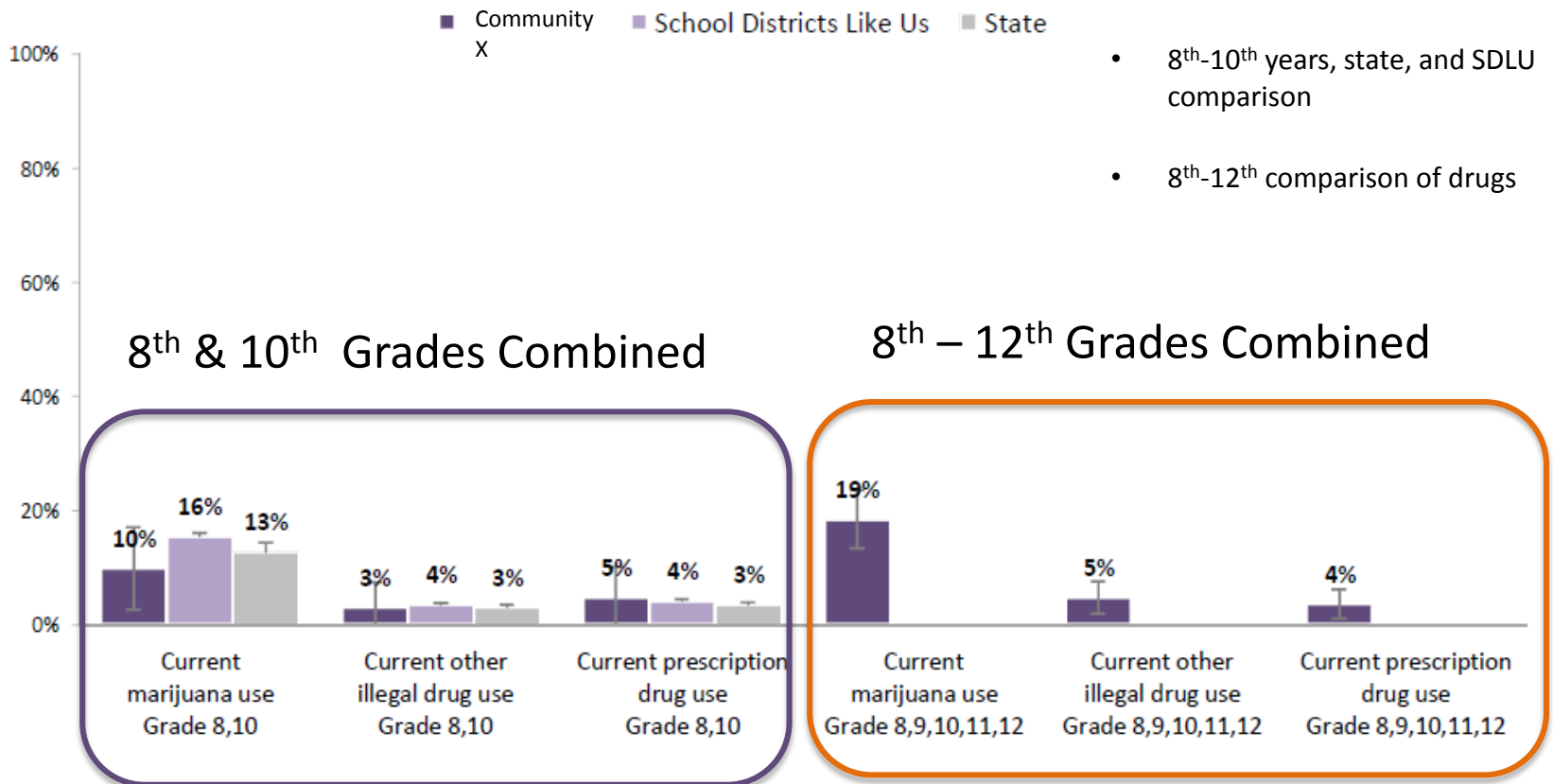
- c. COMPARE STATE vs. DISTRICT: The state rate is significantly different from your district area rate.

- d. Fewer than 30 students answered this question.



Interpret HYS Data Chart – Small Districts

HYS Measures of Youth Substance Use (2014, Percent)

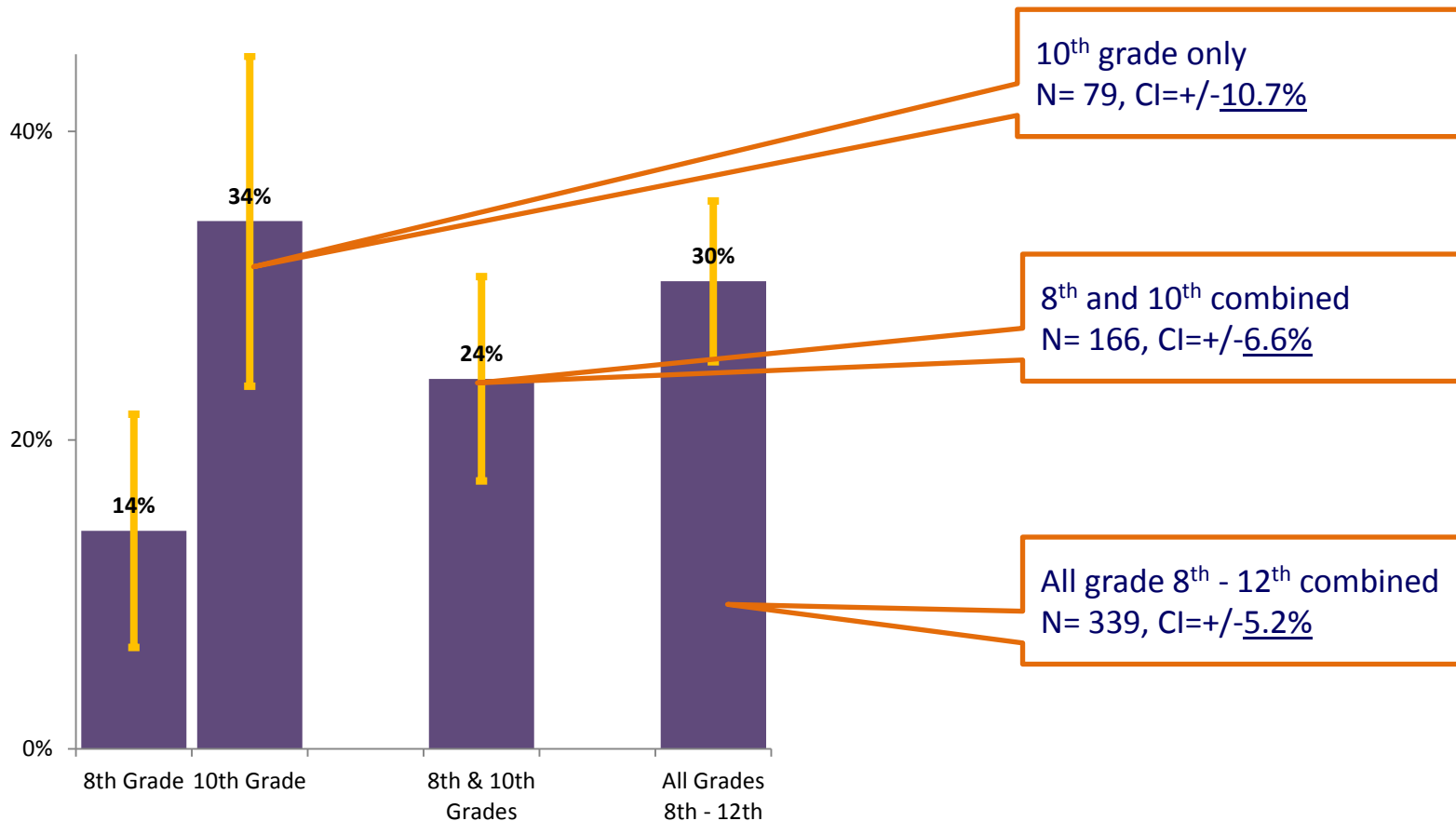


- 8th-10th years, state, and SDLU comparison
- 8th-12th comparison of drugs



Why combine results for small communities

Past 30-day alcohol use in Community X





Interpret the HYS Data Tables

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

HYS Measures of Youth Substance Use	GRADE	Community X		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
Current Marijuana Use. During the past 30 days, on how many days did you: Use marijuana or hashish? <i>(District results: Use any days)</i>	8 and 10	11%	10%	16%	16%	14%	13%
	8,9,10,11,12		19%				
Current Other Illegal Drug Use. During the past 30 days, on how many days did you: not counting alcohol, tobacco, or marijuana, use another illegal drug? <i>(District results: Use any days)</i>	8 and 10	1%	3%	4% ^b	4%	4% ^c	3%
	8,9,10,11,12		5%				
Current Prescription Drug Use. During the past 30 days, on how many days did you: Use a pain killer to get high, like Vicodin, OxyContin or Percocet? <i>(District results: Use any days)</i>	8 and 10	4%	5%	5%	4%	5%	3%
	8,9,10,11,12		4%				

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

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

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

^b The "school districts like us" rate is significantly different from your school district area rate.

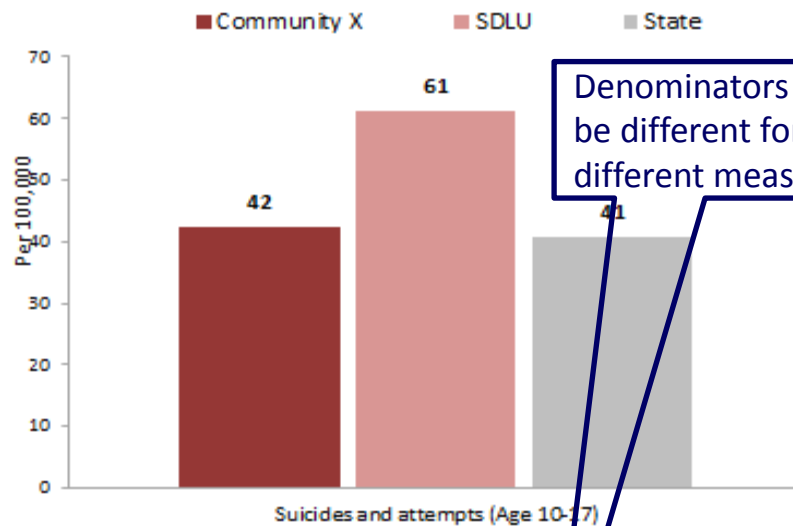
^d Fewer than 30 students answered this question.

All grades 8th to 12th combined for 2014



Interpret CORE Data Charts and Tables

CORE Measures of Mental Health (2013, Rate per 100,000)



Denominators may be different for different measures

May have missing data

SDLU rate is presented in table; county rate can be found in trend charts

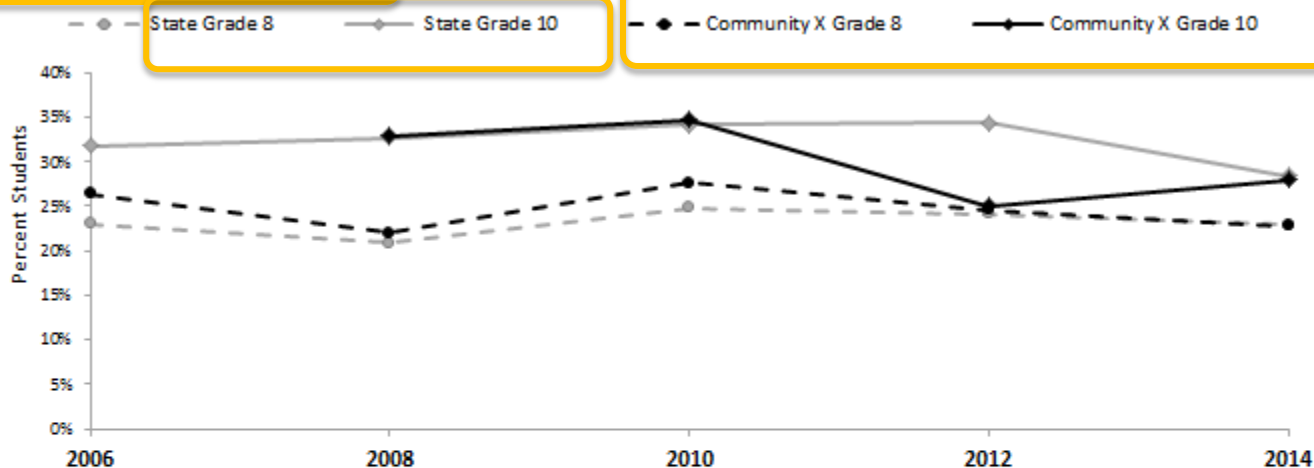
- Community rate
- SDLU rate
- State rate
- No confidence intervals

CORE Measures of Mental Health	Community X		SDLU		State	
	2012	2013	2012	2013	2012	2013
<p>Suicides and Attempts (Age 10-17). The annual number of adolescents (age 10-17) who committed suicide or were admitted to the hospital for suicide attempts, per 100,000 adolescents (age 10-17). Suicides are based on death certificate information. Suicide attempts are based on hospital admissions, but do not include admissions to federal hospitals like those on military bases.</p>	UN	42	43	61	45	41



Trend Data: Larger Communities

Perceived Availability of Drugs



	2006	2008	2010	2012	2014
State Grade 8	23%	21%	25%	24%	23%
State Grade 10	32%	33%	34%	34%	28%
Community X Grade 8	26%	22%	28%	25%	23%
Community X Grade 10		33%	35%	25%	28%

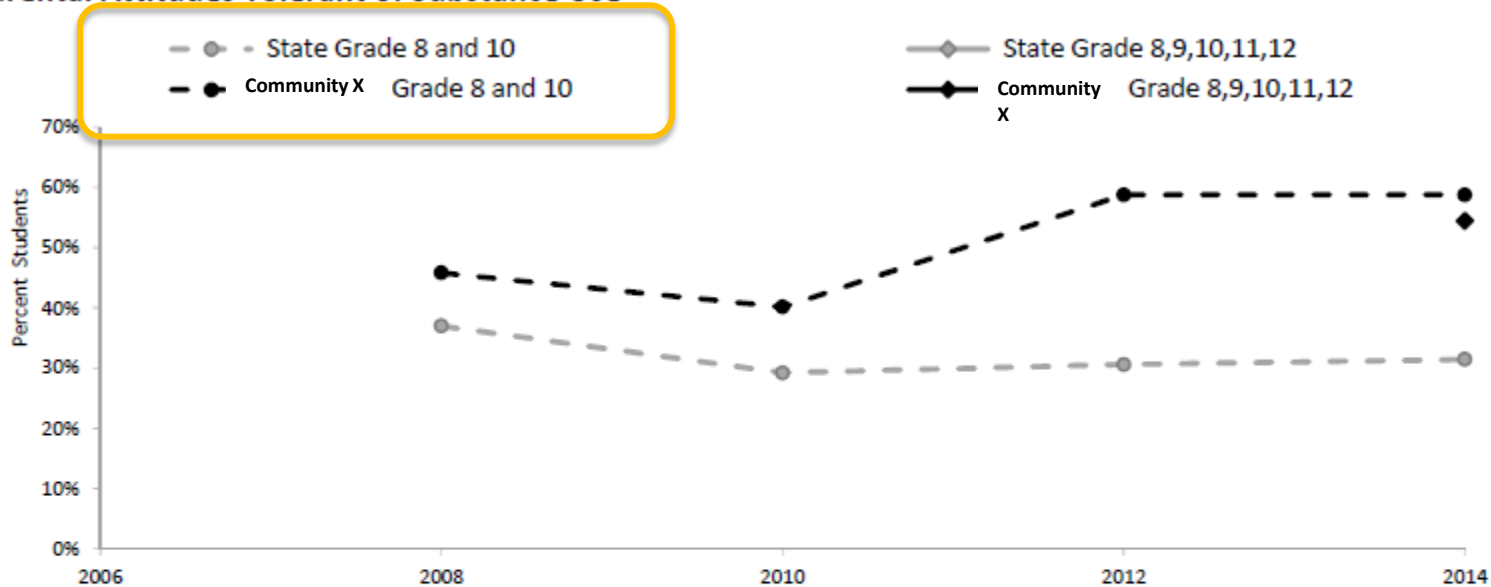
SCALE QUESTIONS

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



Trend Data: Small Communities

Parental Attitudes Tolerant of Substance Use



	2006	2008	2010	2012	2014
State Grade 8 and 10		37%	29%	31%	31%
State Grade 8,9,10,11,12		37%	29%	31%	31%
Community X Grade 8 and 10		46%	40%	59%	59%
Community X Grade 8,9,10,11,12		46%	40%	59%	54%

SCALE QUESTIONS

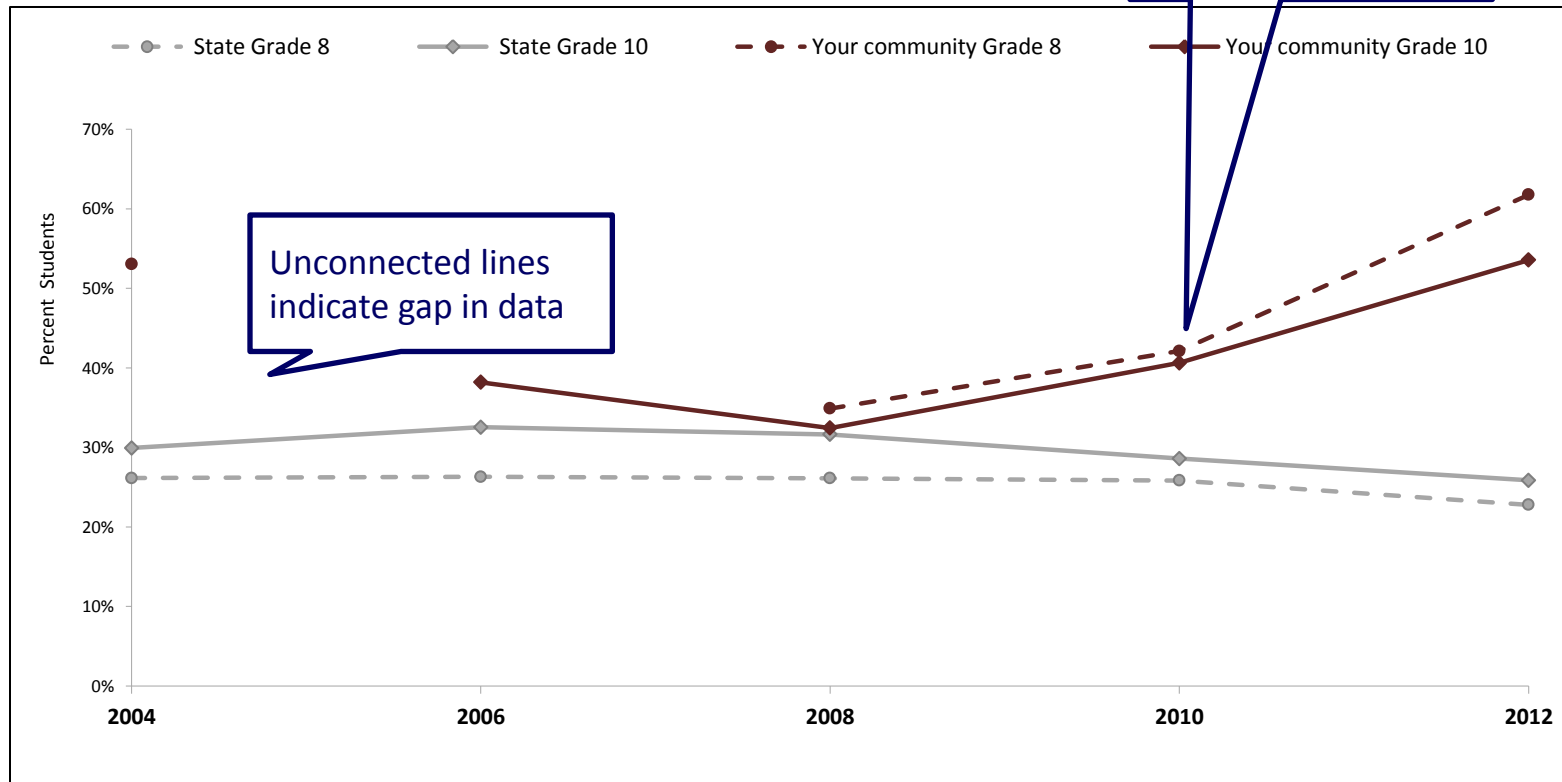
- How wrong do you parents feel it would be for you to drink beer, wine, or hard liquor regularly (at least once or twice a month)?
- How wrong do your parents feel it would be for you to smoke cigarettes?
- How wrong do your parents feel it would be for you to smoke marijuana?



How to Interpret Trends: HYS Data

HYS Measures of School Performance

Low Grades in School



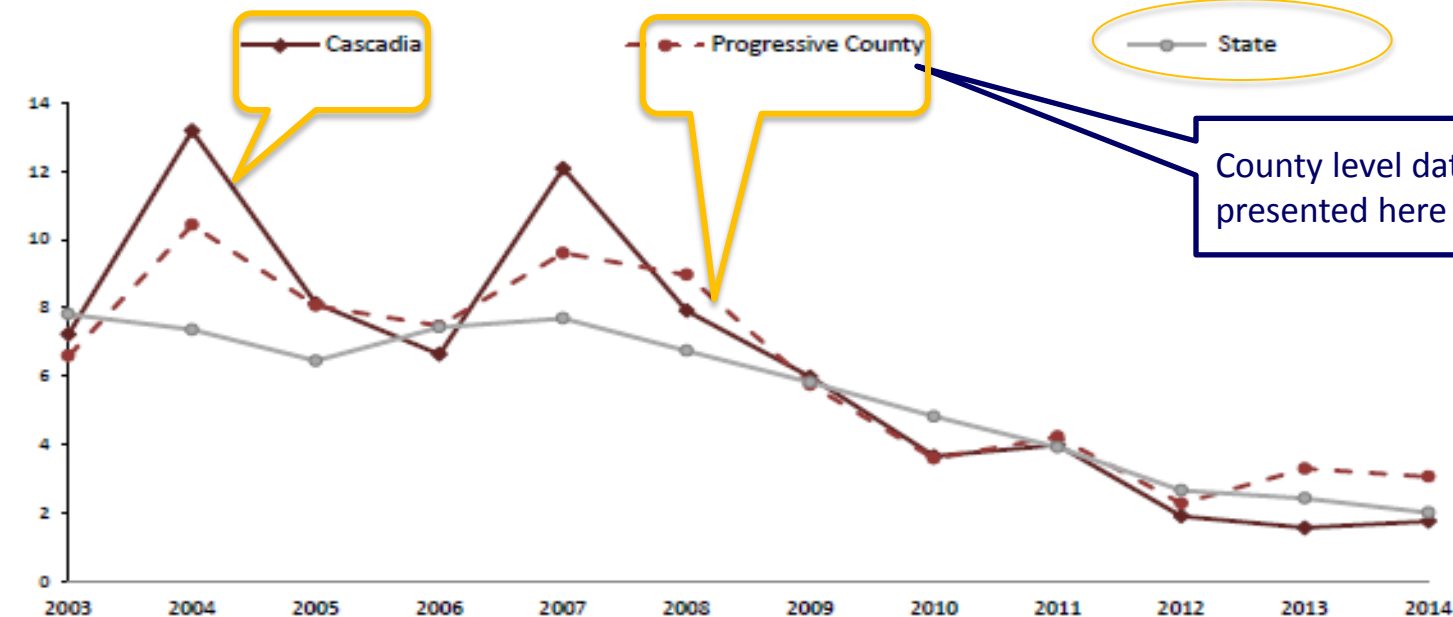


How to Interpret Trends: CORE Data

Youth Delinquency

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

Check the units of measurement.



County level data presented here

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Cascadia	7	13	8	7	12	8	6	4	4	2	2	2
Progressive County	7	10	8	7	10	9	6	4	4	2	3	3
State	8	7	6	7	8	7	6	5	4	3	2	2



Demographic Profile – Race/Ethnicity

Race/Ethnicity (count/percent) Age Composition (count/percent)

Community Demographics

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

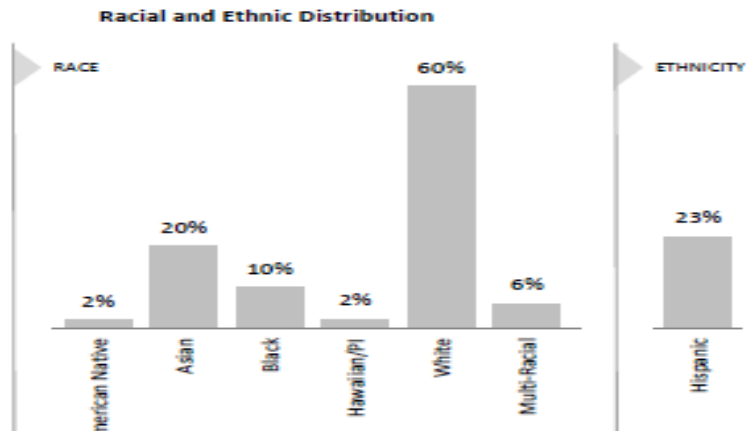
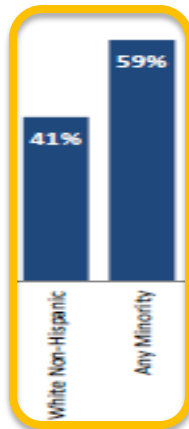
Race and Ethnicity (Count, Percent)

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/PI" – Native Hawaiian/Other 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.

White Center_N Highline

RACE/ETHNICITY	NUMBER	%
White Non-Hispanic	12,678	41%
Any Minority	18,580	59%
RACE		
American Native	625	2%
Asian	6,331	20%
Black	3,126	10%
Hawaiian/PI	678	2%
White	18,653	60%
Multi-Racial	1,845	6%
ETHNICITY		
Hispanic	7,069	23%
TOTAL	31,258	100%

NOTE: Percentages of Any Minority and White Non-Hispanic will sum to 100%. Percentages in Race will sum to 100%.



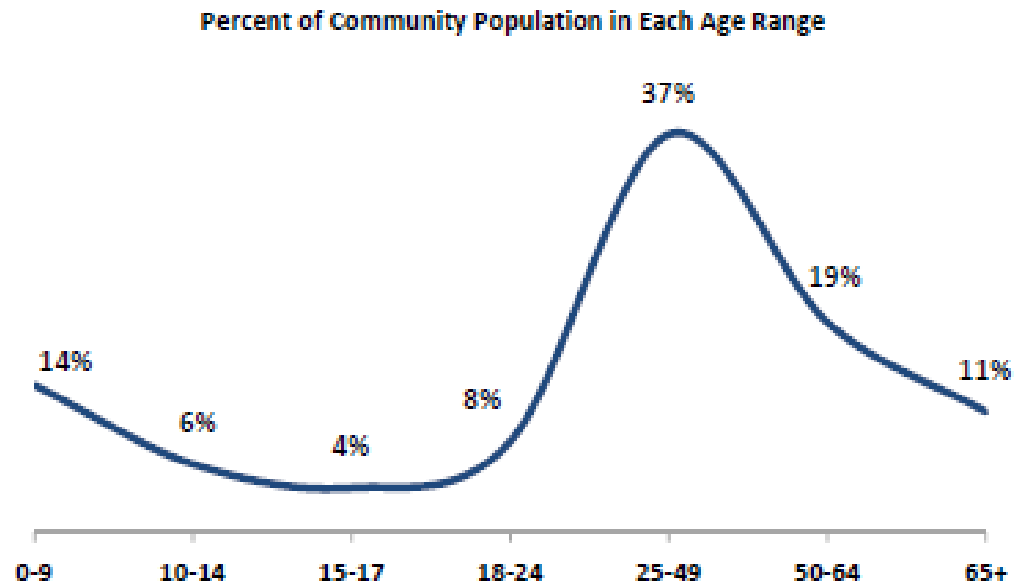


Demographic Profile - Age Composition (count/percent)

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.

AGE RANGE	NUMBER	%
0-9	4,267	14%
10-14	1,969	6%
15-17	1,287	4%
18-24	2,626	8%
25-49	11,536	37%
50-64	6,085	19%
65+	3,488	11%
TOTAL	31,258	100%



SOURCE: Washington State Office of Financial Management, Forecasting Division (2015). 2014 Estimates of Age, Sex, Race and Hispanic Origin.



When are data not reported?



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.



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

- 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

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

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



Learning Objectives

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- Explore additional data resources



Additional Resources

Healthy Youth Survey:

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/>

Other Sources of HYS Data: AskHYS.net



Healthy Youth Survey



[Home](#) [Survey Results](#) [Press Releases](#) [Training](#)

[Contact](#) [About](#) [Log On](#)



Welcome to AskHYS.net!

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

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

AskHYS includes Survey Results

- **Fact Sheets:** Pre-formatted fact sheets on important HYS topics at the state and local level.
- **Reports:** Annual frequency reports at the state and local level, and statewide analytic reports with survey details and trend results.
- **Q x Q Analysis:** An interactive data query system to analyze state and local results for a single HYS question or to analyze two questions together – that is crossing one

[Training Videos](#)



School District Frequency Report



Healthy Youth Survey



Healthy Youth Survey 2016 Report of Results

Statewide Results

Grades 6, 8, 10 and 12



Access District and Building HYS Results

How to get access - <http://www.askhys.net/Home/GetAccess>

Home Survey Results Press Releases Training Contact About Log On

Getting Accessing to District and Building Results on AskHYS.net

Healthy Youth Survey results at the state, county and Educational Service District (ESD) levels are available to the public on AskHYS.net.

To access district and/or school level results, you must be granted access by the school district's administration.

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.
 - 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, please contact Krissy Johnson (OSPI) at krissy.johnson@k12.wa.us or



(MOODI) Mapping Opioid & Other Drug Issues

Department of Health Sponsored Website

<http://moodi.lgan.com/>

MOODI | Getting Started | **Maps** | Resources

(MOODI) Mapping Opioid & Other Drug Issues

Welcome to MOODI. The purpose of this site is to help stakeholders identify communities and areas in Washington State at greatest risk for opioid use disorders and overdose. MOODI integrates data from a variety of sources and displays maps to help you select appropriate interventions and intervention locations for prevention and treatment efforts. MOODI is a product of the Washington State Department of Health

How Does MOODI Work?
MOODI allows you to select and compare a variety of indicators such as indicators of needs/issues and current resources to address these issues. You can view a single map or compare two or four maps on the same screen. You can also select a summary map that analyzes information across a variety of indicators.

What Datasets are Included in MOODI?
Currently available datasets include Prescription Monitoring Program data, Department of Health hospitalizations and death record data, opioid treatment program and buprenorphine prescriber data, and information about available naloxone (overdose reversal drug) and safe prescription disposal sites.

Getting Started with MOODI
Click here to view and download

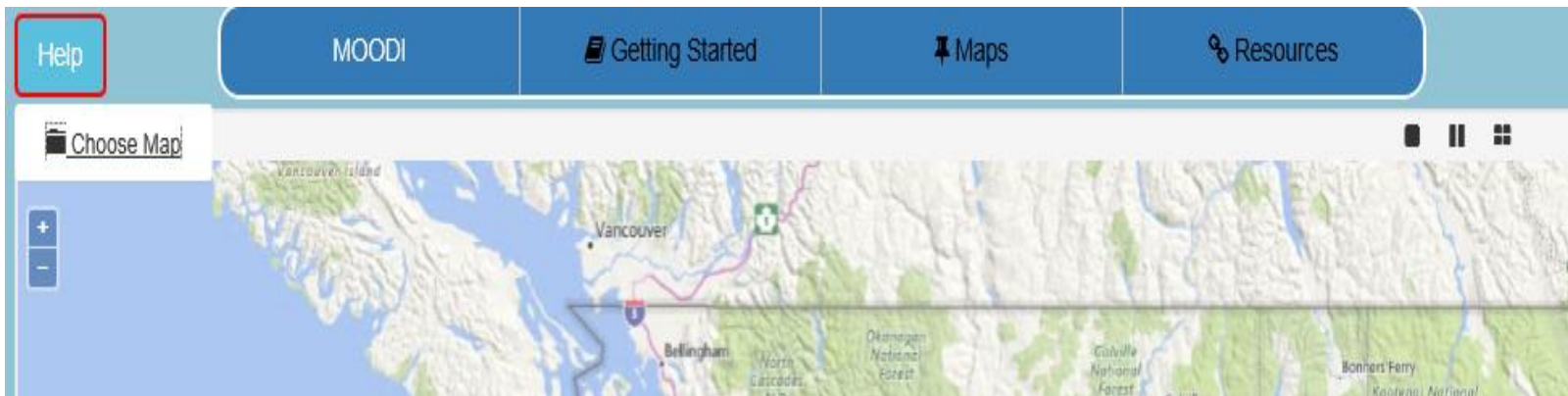
MOODI Maps
Click here to launch MOODI maps

Resources
Need to learn more about Opioid abuse and its treatment? This page will give you



Accessing MOODI Maps

- Go to <http://moodi.lgan.com/map/>
- Click on Maps





Help MOODI Getting Started **Maps** Resources

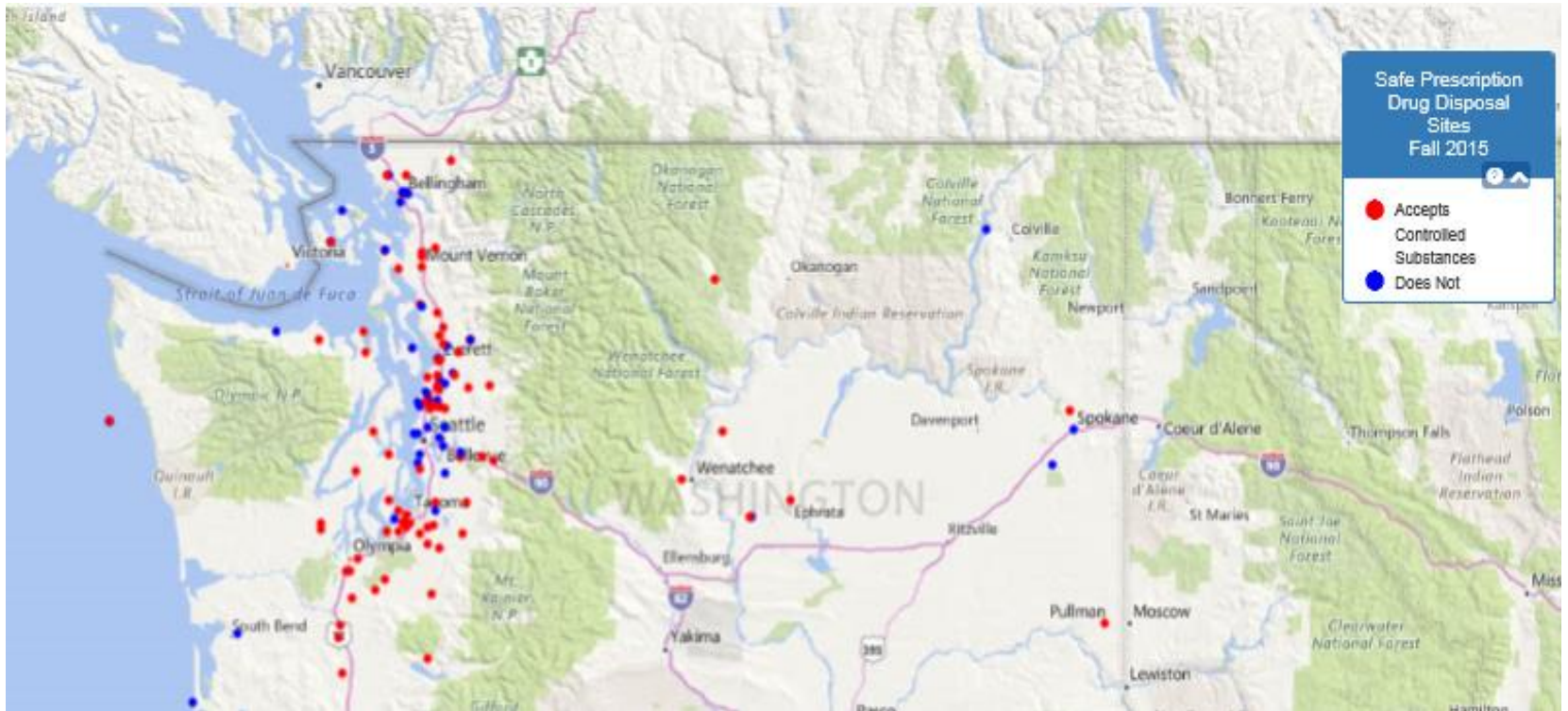
Choose Map Summary Needs Resources

- Naloxone Distribution Sites
- Safe Prescription Drug Disposal Sites
- Opioid Treatment Programs

Other



MAP: Safe Prescription Drug Disposal Sites Fall 2015



Questions





Which Topic Should We Cover Next?

1. More details about confidence intervals and how to interpret them.
2. More details about “School District Like Us.”
3. More details about risk and protective factors in the data book.

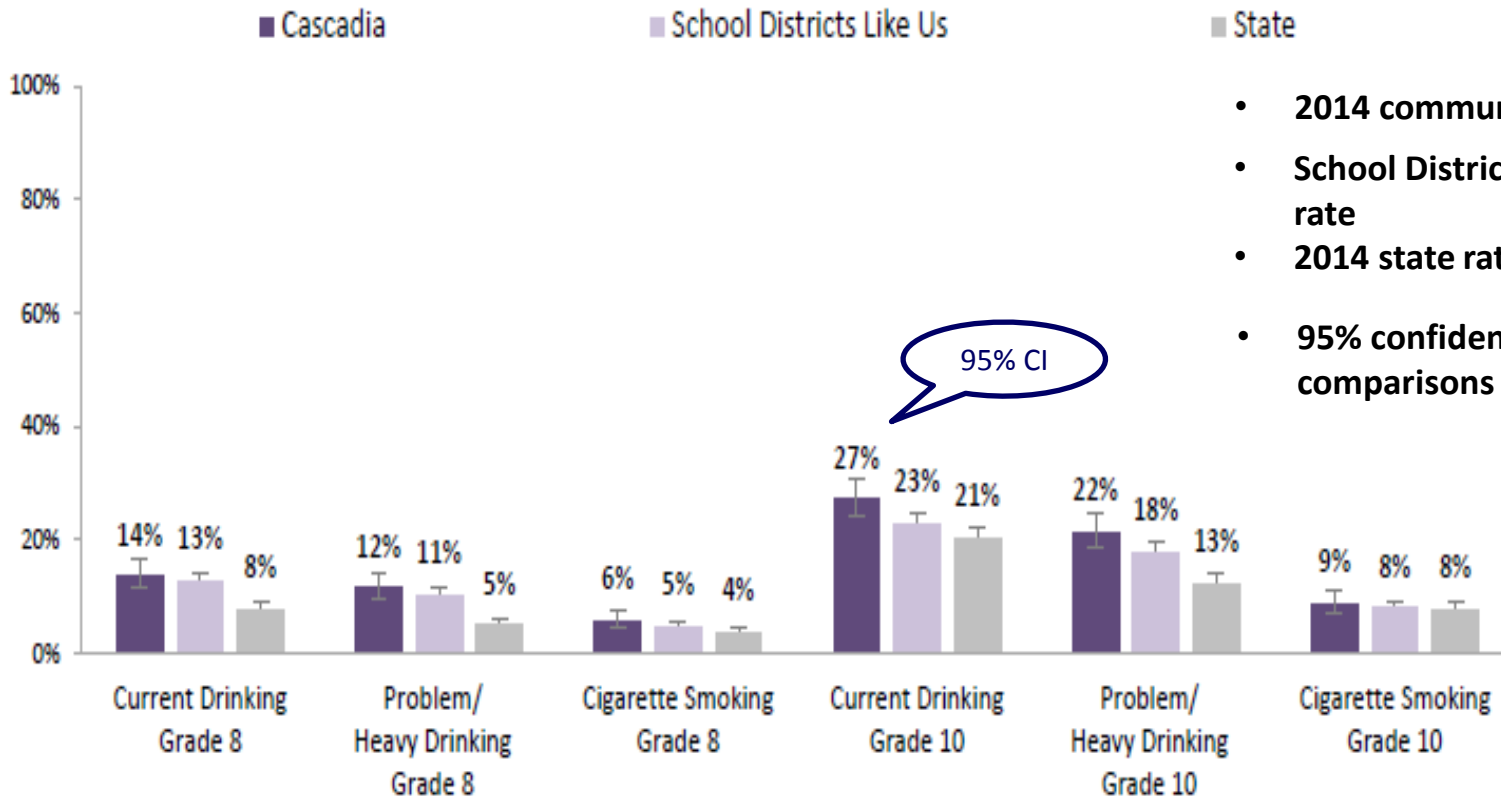


How to Interpret Confidence Intervals

Interpret Confidence Interval



HYS Measures of Youth Substance Use (2014, Percent)



- 2014 community rate
- School Districts Like Use rate
- 2014 state rate
- 95% confidence interval comparisons



Q. 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



Q. **What affects the size of a confidence interval?**

- **The size of a confidence interval is affected by:**
- **Sample Size**

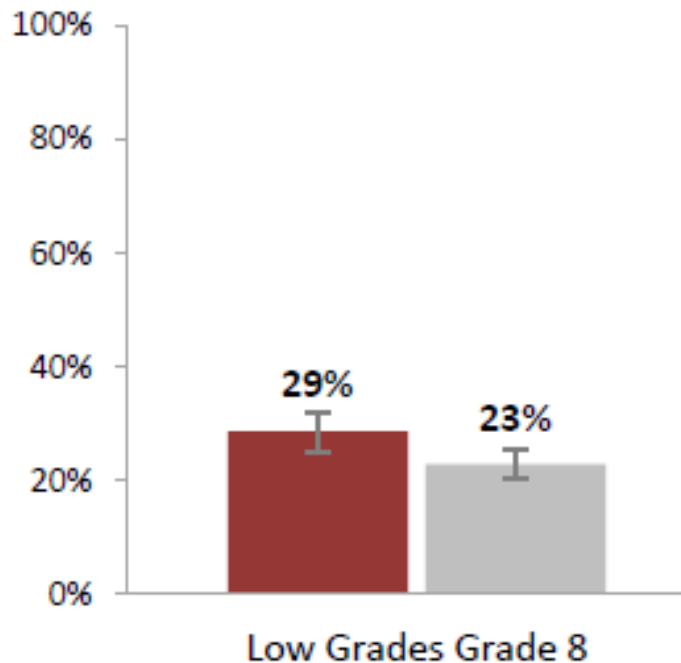
In general, the larger the sample (Example - students surveyed) the smaller the confidence interval.

- **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.



Q. How do we talk about the results with the confidence intervals?



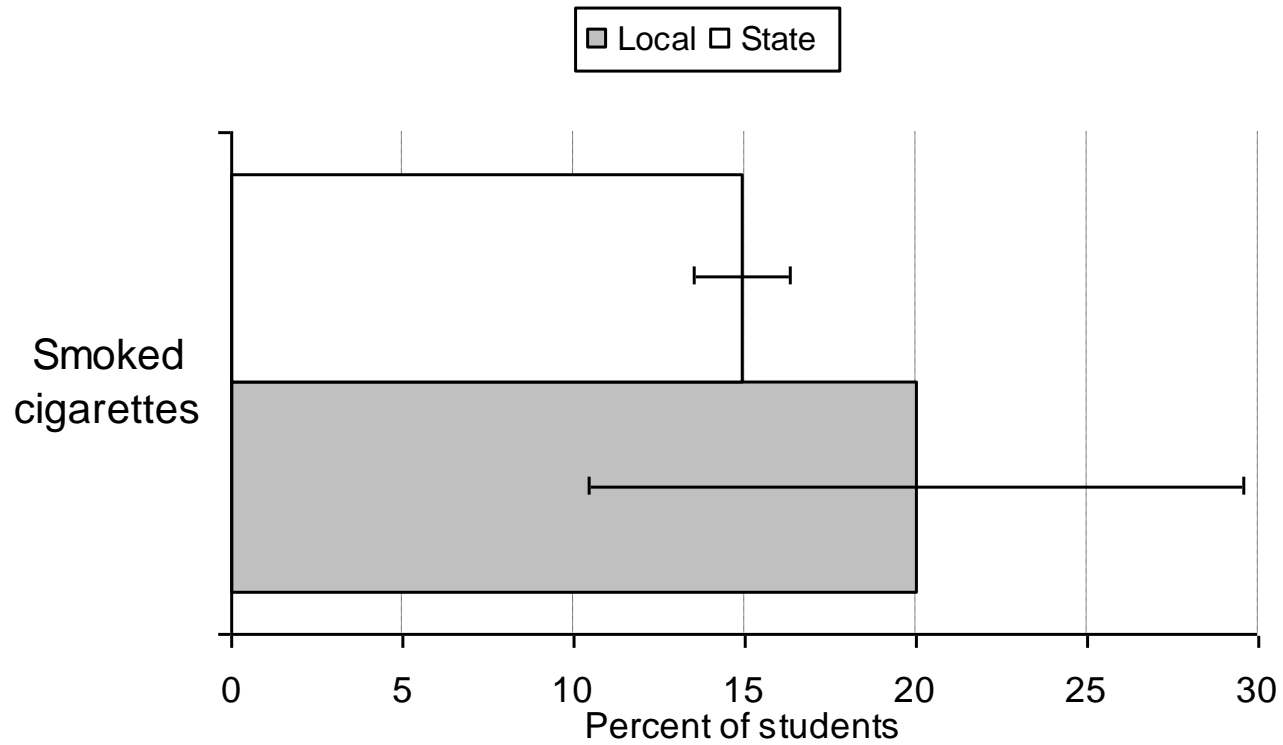
- Between 25% and 32% of the 8th grade students in our community had low grades in school.

OR

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

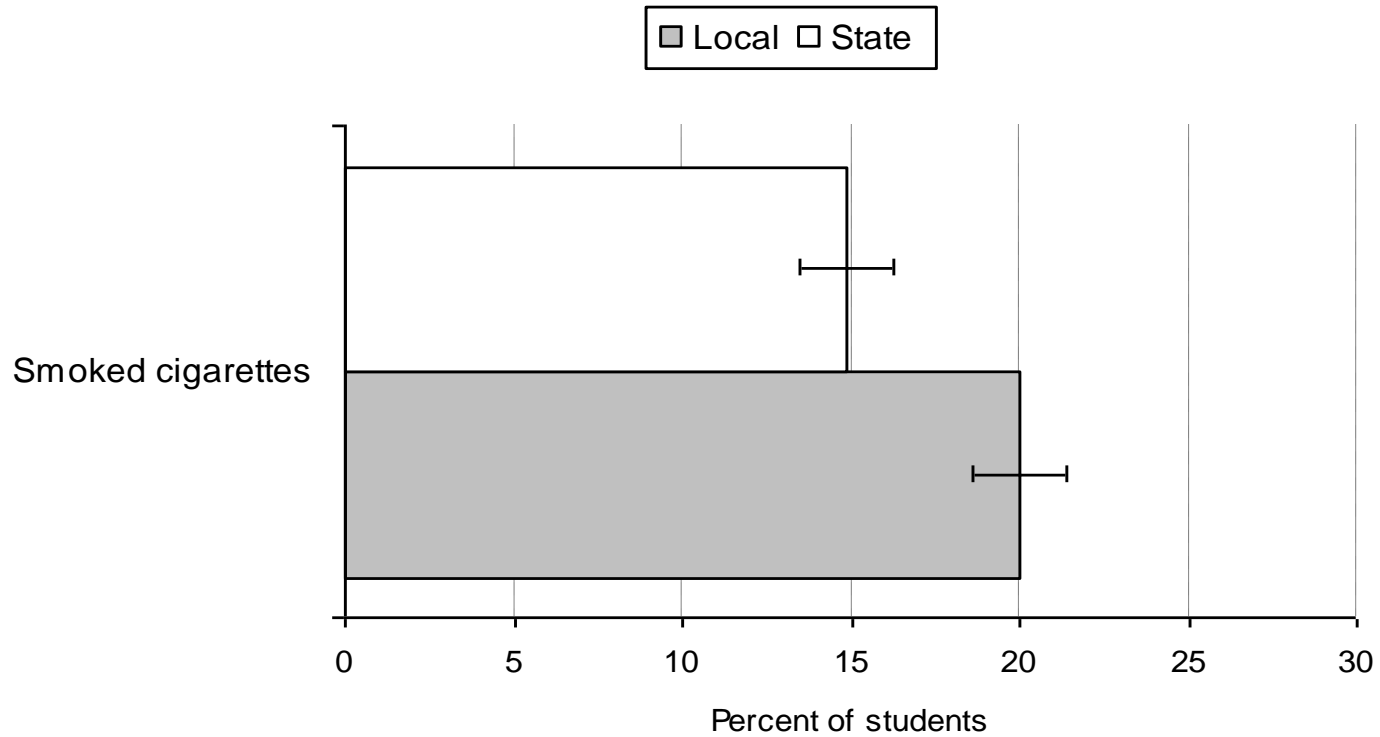


Non-significant Difference



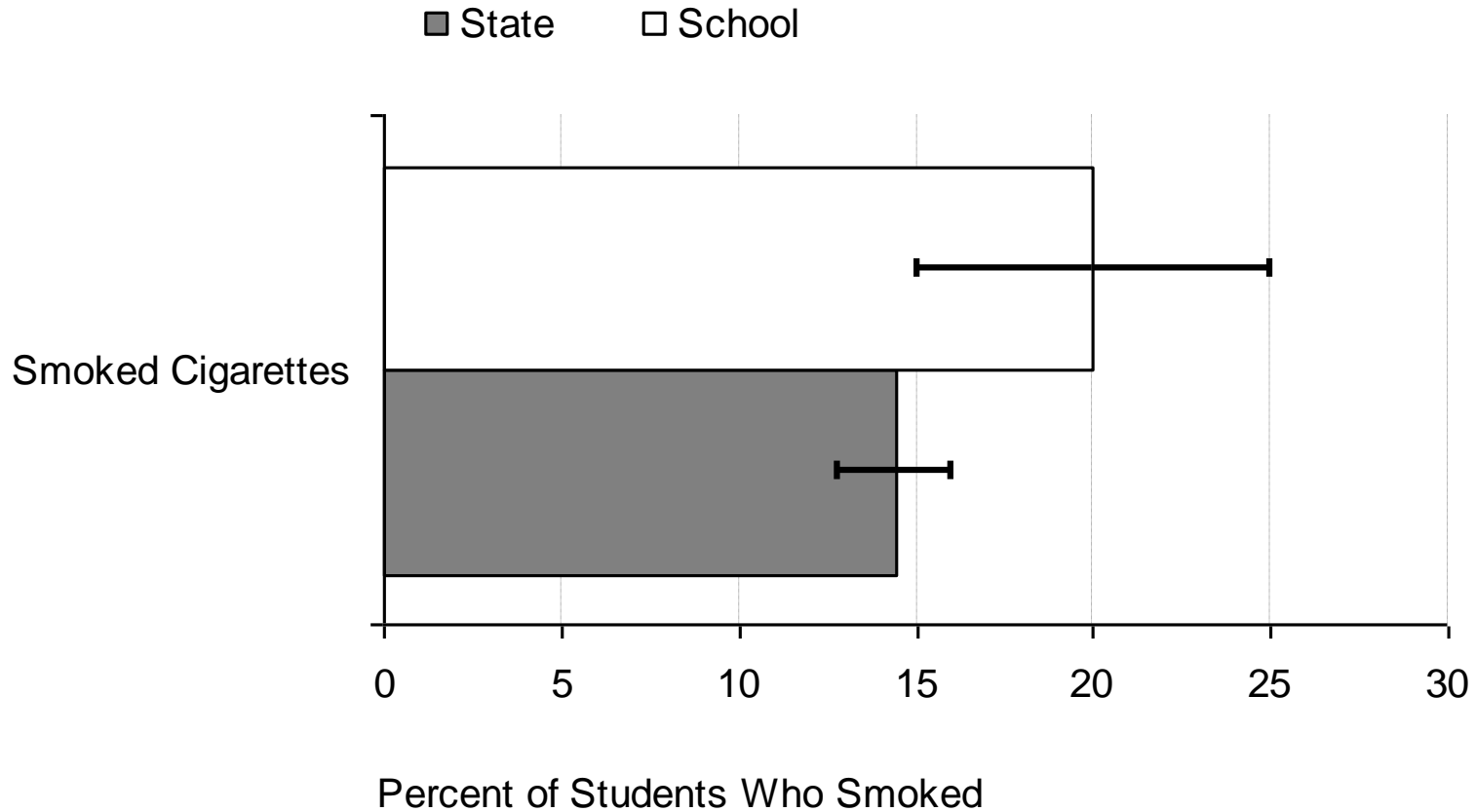


Significant Difference





Significance Inconclusive





Testing Significance Tool

- 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%



What is “School Districts Like Us”?



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.

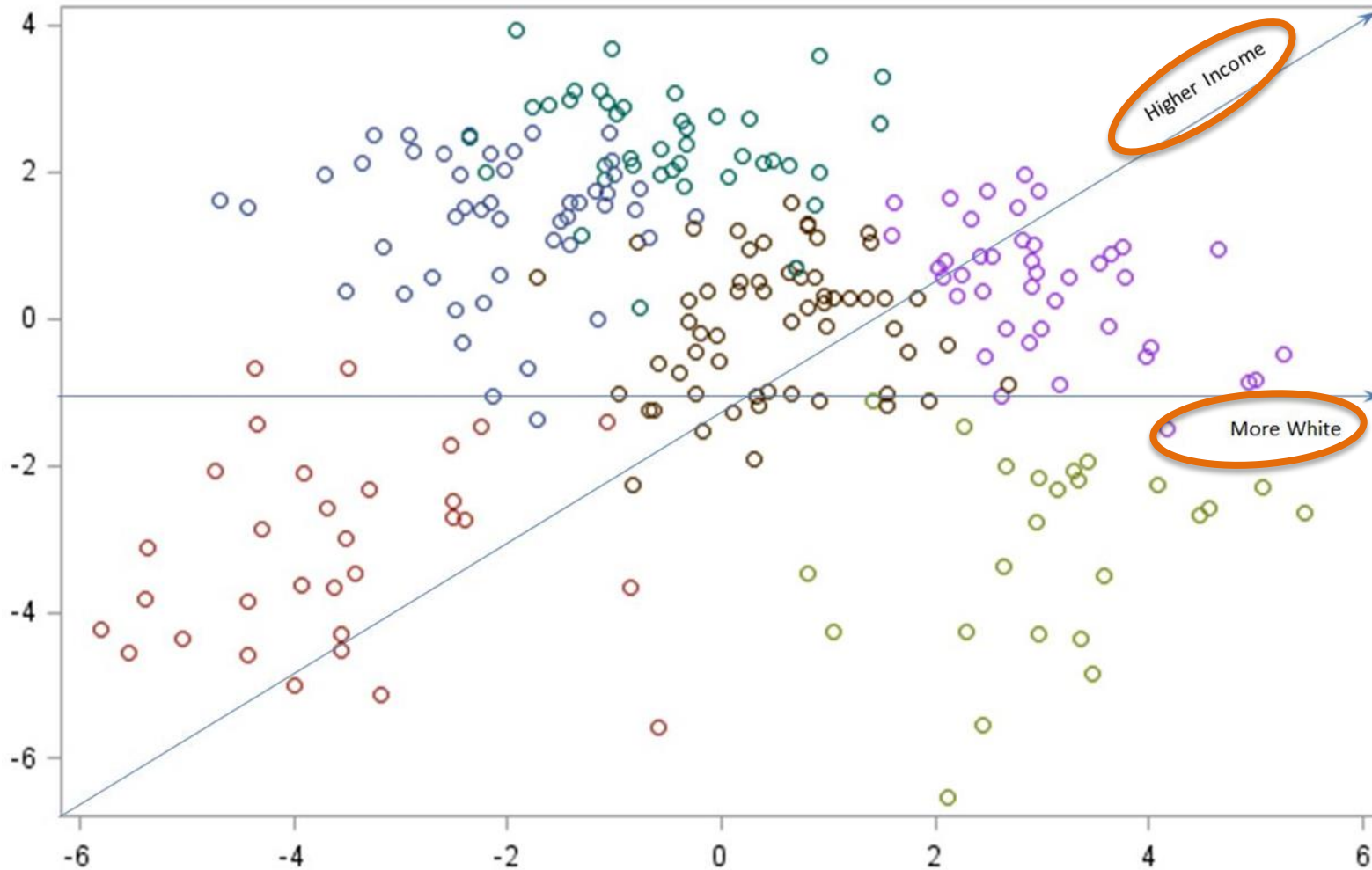


SDLU Analysis Variables

- 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





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



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



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.

Community Connectedness

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

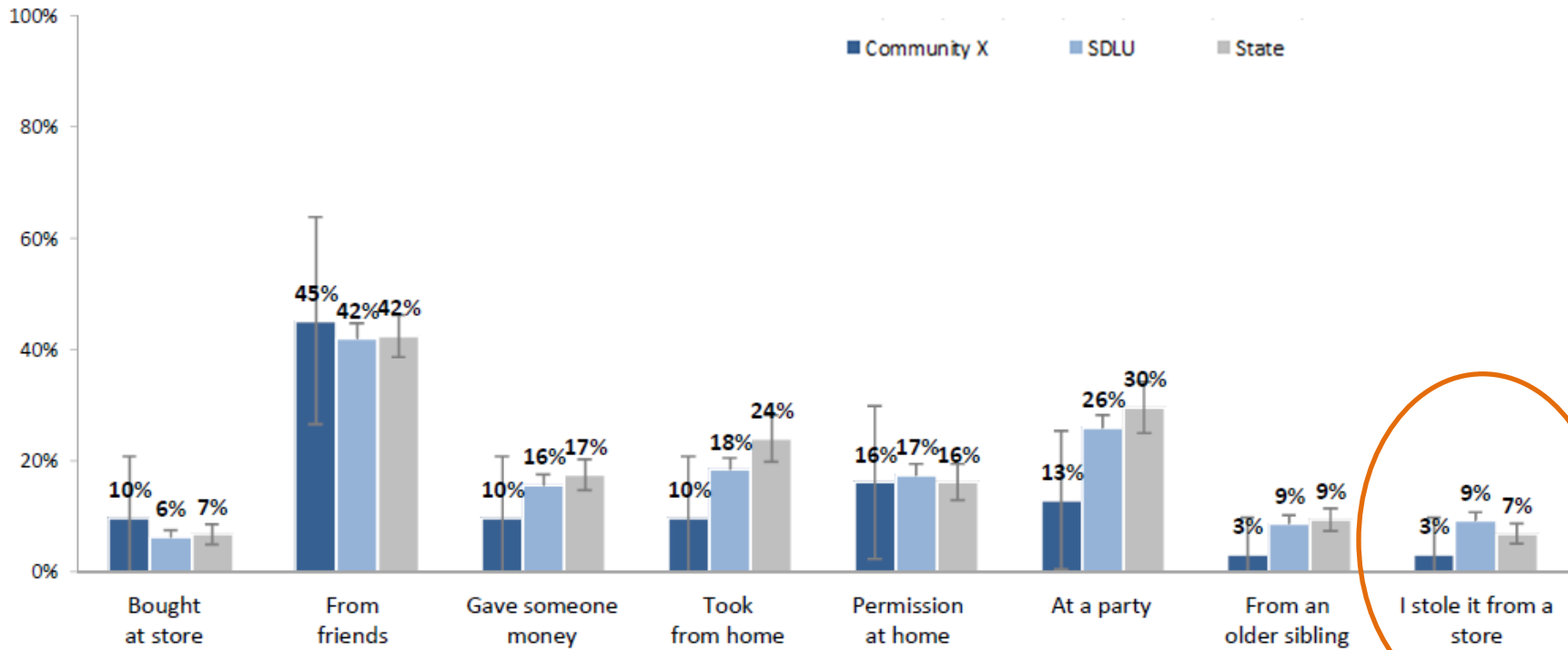
Risk and Protective Factors

- Parental Attitudes Tolerant of Substance Use
- Early Initiation of Drugs
- Intentions to Use Drugs
- Friends Use of Drugs
- Social Skills



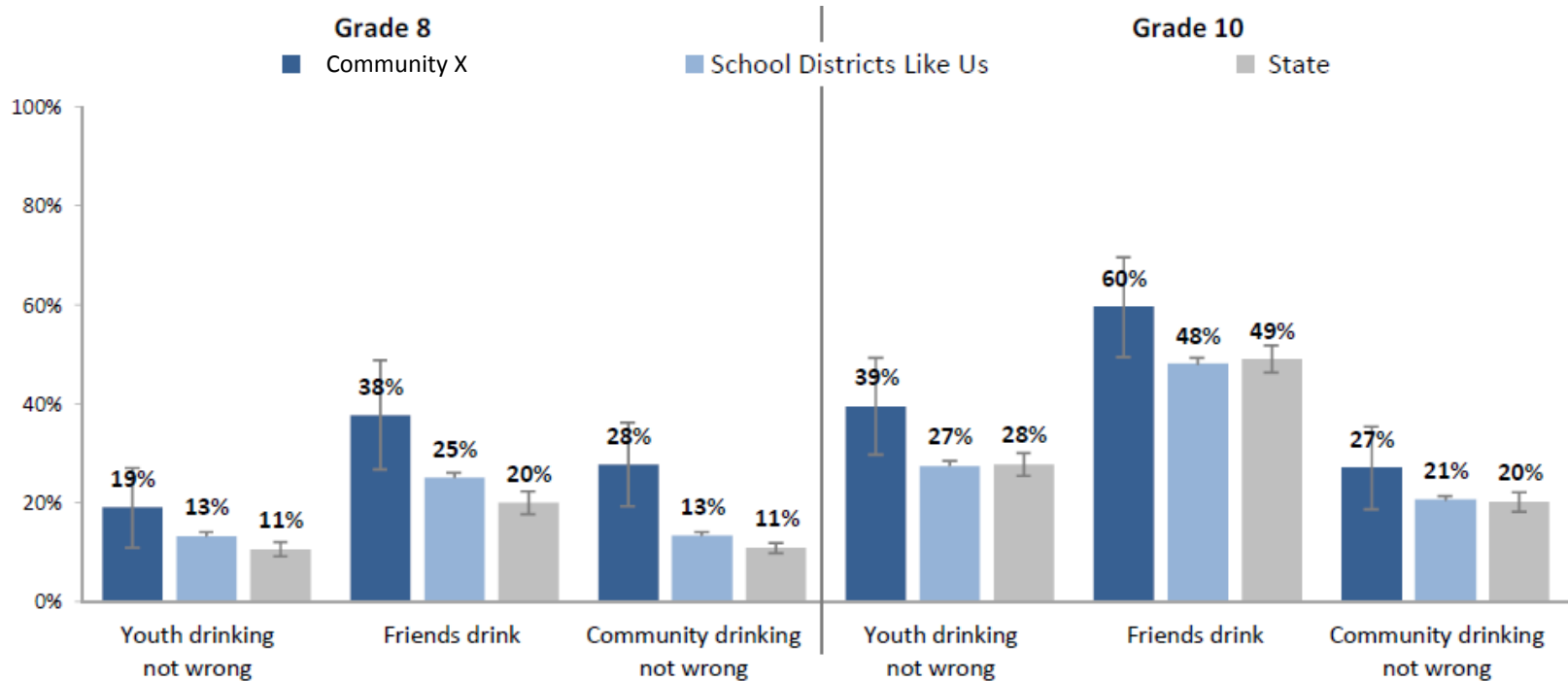
Availability of Alcohol (Retail or Social Access)

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





Norms





All Risk and Protective Factors

All Risk and Protective Factor Scales

Community Risk Factors

- Perceived Availability of Drugs
- 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

School Protective Factors

- School Opportunities for Prosocial Involvement
- School Rewards for Prosocial Involvement

Peer-Individual Risk Factors

- Early Initiation of Drugs
- Favorable Attitudes toward Drug Use
- Perceived Risks of Use
- Friends' Use of Drugs

Peer-Individual Protective Factors

- Social Skills
- Belief in the Moral Order
- Interactions with Pro-social Peers

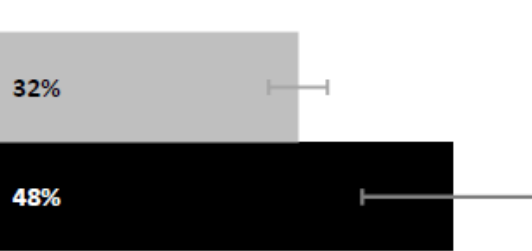


Risk and Protective Factor Scales

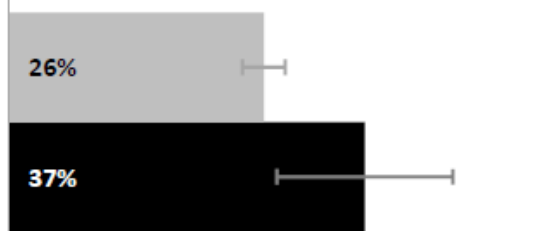
GRADE 10

Percent Students at Risk

Laws and Norms Favorable to Drug Use

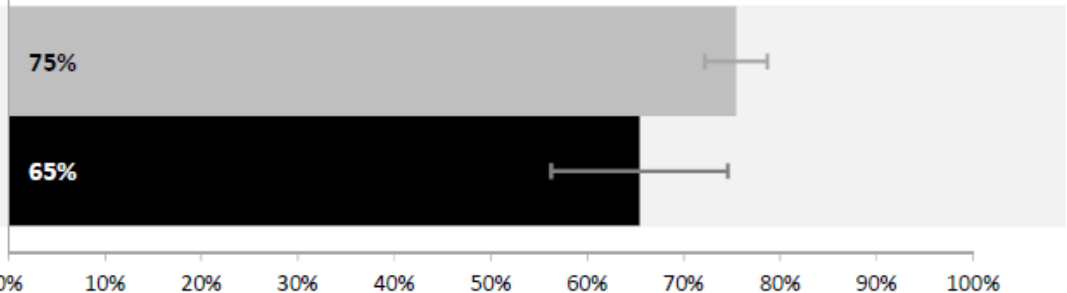


Perceived Availability of Drugs



Percent Students Protected

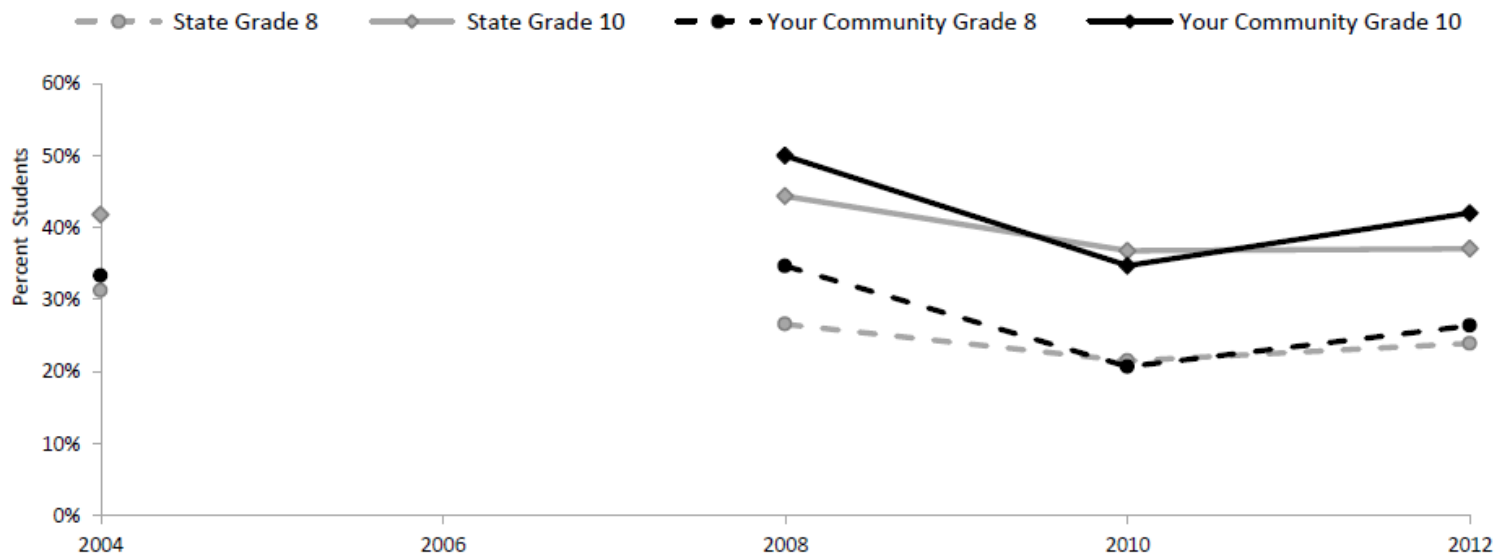
Community Opportunities for Prosocial Involvement





Risk and Protective Factor Scales

Parental Attitudes Tolerant of Substance Use



	2004	2006	2008	2010	2012
State Grade 8	31%		27%	21%	24%
State Grade 10	42%		44%	37%	37%
Your Community Grade 8	33%		35%	21%	26%
Your Community Grade 10			50%	35%	42%

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?



Contacts

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