Transforming
Lives

Community Surveys:

An opportunity to listen & learn about the needs of your community

Using what you learn to strengthen your work.

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March 25, 2015

Washington State
**Department of Social
& Health Services**

Transforming lives

PO Box 45050, Olympia, WA 98504 | www.dshs.wa.gov

Webinar Learning Objectives:

1. Describe value of community survey (CS) objectives.

2. Explain CS role in a needs assessment.

3. Understand CS strengths and limitations

   of your community survey.

4. Understand the potential contribution of the CS to your strategic plan.

5. Identify new HYS and CS questions of potential use.

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CS VALUE

Your opportunity to listen & learn about the needs of your community

- **Objectives**
  - Conduct outreach →exchange of information
    - Disseminate information
    - Promote your work
  - Qualitatively understand community needs and perspectives
    - Learn from the data collection process
  - Recruit survey participants to join coalition

CS VALUE

- **Objectives**
  - Collect data to provide context to data book information

  - Monitor community priority concerns

  - Use community data to support your strategic plan

*Community Prevention
& Wellness Initiative*

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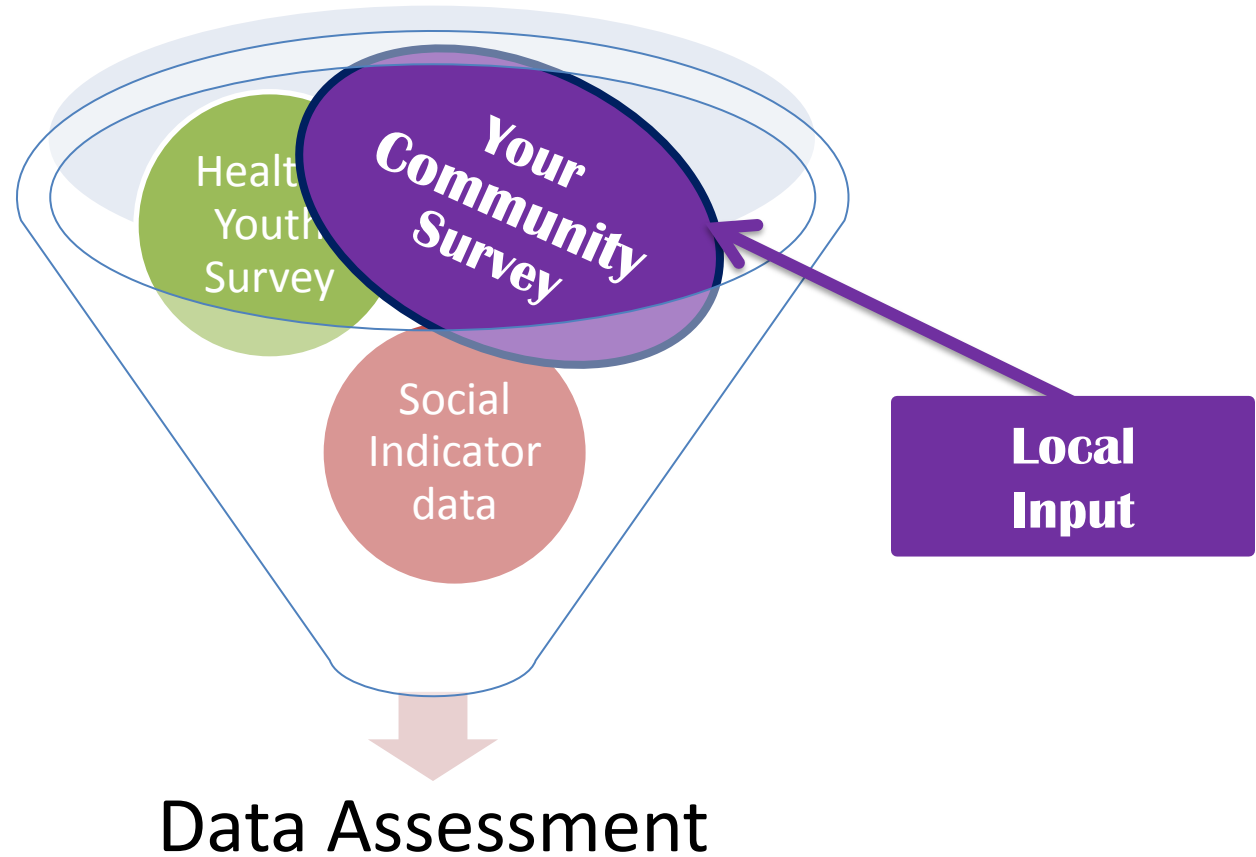
5. Identify new HYS and CS questions of potential use.
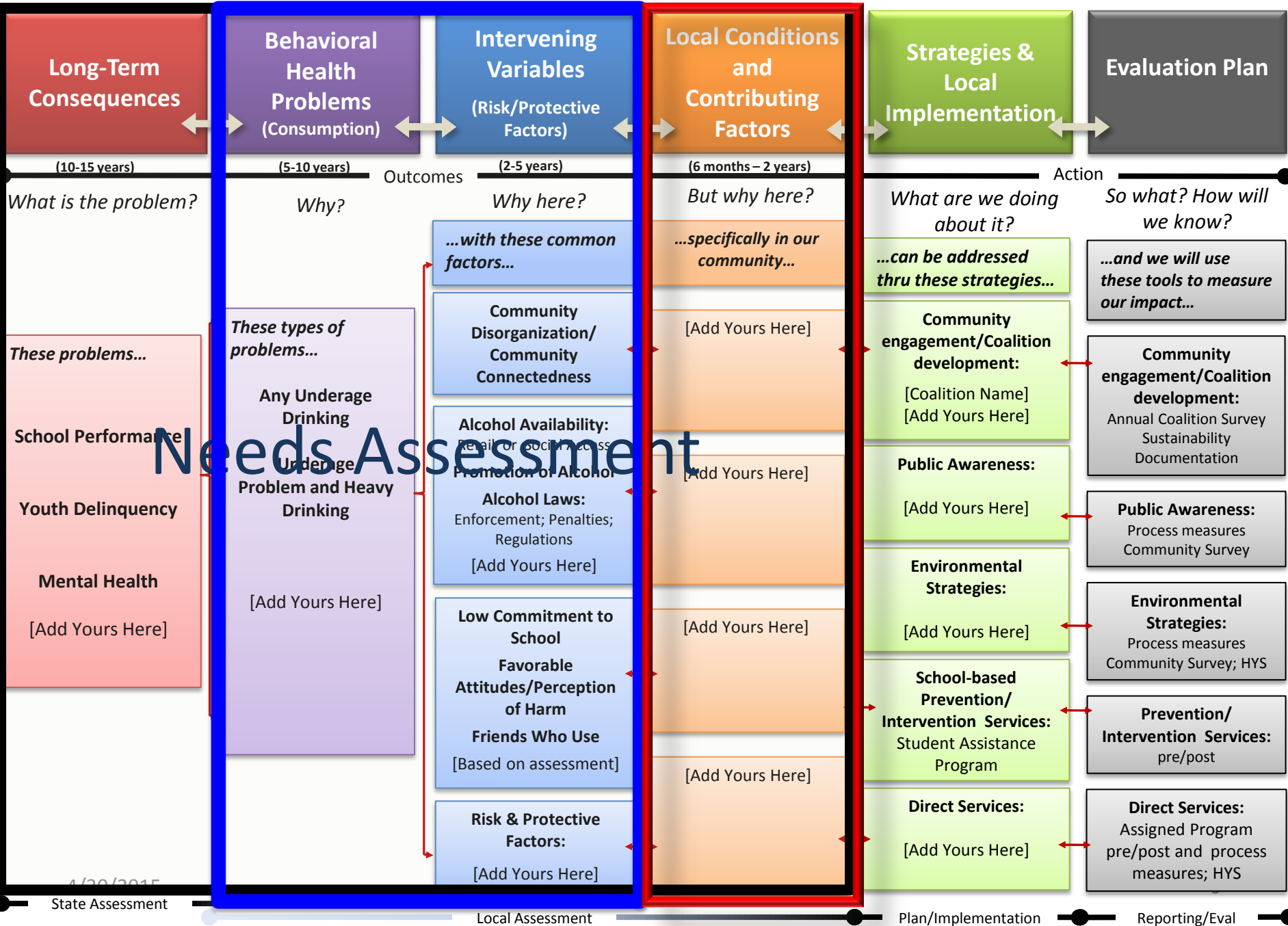
Needs Assessment

- **Purpose:**

Conducted to determine the needs of the people (i.e., service receivers) for whom the organization or system exists (e.g., students).

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Needs Assessment – Data sources

Healthy Youth Survey

Your Community Survey

Social Indicator data

Local Input

Data Assessment

Needs Assessment

Long-Term Consequences	Behavioral Health Problems (Consumption)	Intervening Variables (Risk/Protective Factors)	Local Conditions and Contributing Factors	Strategies & Local Implementation	Evaluation Plan
(10-15 years)	(5-10 years)	(2-5 years)	(6 months – 2 years)		

Outcomes — Action

State Assessment — Local Assessment — Plan/Implementation — Reporting/Eval

What is the problem?

Why?

Why here?

But why here?

What are we doing about it?

So what? How will we know?

These problems...

School Performance

Youth Delinquency

Mental Health

[Add Yours Here]

These types of problems...

Any Underage Drinking

Underage Problem and Heavy Drinking

[Add Yours Here]

...with these common factors...

Community Disorganization/ Community Connectedness

Alcohol Availability: Retail or social access

Promotion of Alcohol

Alcohol Laws: Enforcement; Penalties; Regulations

[Add Yours Here]

Low Commitment to School

Favorable Attitudes/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

Environmental Strategies:
Process measures
Community Survey; HYS

Prevention/ Intervention Services:
pre/post

Direct Services:
Assigned Program
pre/post and process measures; HYS

4/30/2015

Needs Assessment Data Sources

Administrative Records (Social Indicator Data):

- School records – graduation/dropout rates.

- Hospital emergency room admissions.

- Law enforcement arrest records.

- Actual occurrences → a true administrative account of your community.

Are administrative data quantitative or qualitative?

quantitative

Are administrative data more accurate than survey data?

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Needs Assessment Data Sources

- **Healthy Youth Survey:**

- Periodic surveillance data of public school students.

    - Collection of behavioral health data.

    - Self report.

  – The majority of public school students participate.

    - **223,000 students in 2014.**

  – HYS random sample of schools.

    - *35,000 students in state sample in 2014*

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Needs Assessment Data Sources

- **Healthy Youth Survey data**:
    - Generalizable → results can be generalized to the larger community of Washington State students.

Are Health Youth Survey data quantitative or qualitative?

quantitative

Are state results a good estimate of state prevalence rates?

yes – using the state random sample 35,000 students

CS in Needs Assessment

- **Ask:**

  - What are community priorities & concerns?

  - What are community perceptions?

  - What are community behaviors?

  - What is the community's knowledge on certain topics?

Needs Assessment Data Sources

- **Community Survey (CS)**

  - Periodic survey of community members

    - attitudes, knowledge and beliefs/perceptions

    - Convenience sample

  - Questions aligned with HYS questions

  - Surveying communities,
    including hard-to-reach populations

Needs Assessment Data Sources

Are CS data quantitative or qualitative?

mostly quantitative   *some qualitative*

- *I do not smoke but who says this is a problem?*
- *all others < pot is not a drug !!! lets get that straight right now. and no i dont smoke pot.*

- *Legal designer drugs such as Kratom - sold at _____*
- *molly is what the kids have been saying alot of the kids in highschool are on*
- *Spice they take thier ADHD meds and mix it with an insence and sniff it.*

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Fundamentals for Understanding Data

- Sampling: Random or Convenience sample

- Validity and reliability of survey questions

- Biased data

- Generalizability

Random Sample

- Equal chance of participation

- Generates more generalizable data

- Costly

  – Planning and carrying out

- Example: Health Youth Survey – 2014 *State Sample*

  – *35,000 students in randomly selected schools*

Convenience Sample

- Readily available - convenient in accessing participants

Non-equal probability of participation

- Expedited data collection

- Ease of research - a focus on descriptive statistics

- Inexpensive

Reliability

- **Reliability**: Does the survey consistently produce the same results under the same conditions?

- How we assure reliability:

  – Test survey items:

    - Verify same response by similar participants

  – Data collection:

    - Standardized administration procedures

    - Setting

    - Timeframe

Validity

- **Validity:** Does the item (or survey) measure what it sets out to measure?

- How we assure validity:

  – Psychometric evaluation of survey items

  – Items from established instruments

  – Rigorous checks on translations

Exit≠ exito = success | **Intoxicated ≠ intoxicado = poisoned.**

Transgender

Reliability → consistency.

Validity → accuracy.

What threatens reliability & validity?

Unreliable & Unvalid
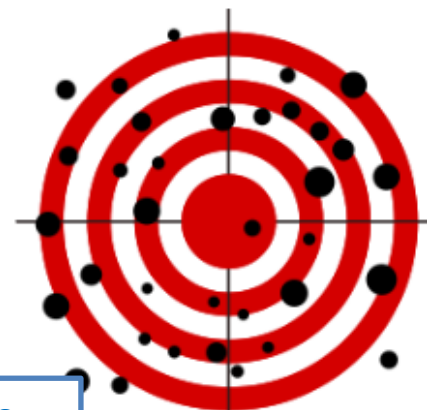
Unreliable, But Valid

Reliable, Not Valid

Both Reliable & Valid

The essence of the data we seek

Source Graph: Wikipedia

**B
I
A
S**

Target
Population

Biased Data Limitations

- Biased sampling:
  - Do results accurately describe the real world of your target population?

- Examples of bias:
  - Self selection – difference between volunteers vs. those who don't volunteer.
  - Cultural bias
  - Acquiescence bias
  - Administrative bias

Generalizability – What is it?

- The degree your survey sample results can be representative of your target population

- Are random samples generalizable?
  - Most likely, but not always.

- Are convenience samples generalizable?

  Not generalizable but still an important process and source of community quantitative & qualitative data

CS Data

- Convenience sample advantages
  - Convenient, inexpensive, readily available
- Disadvantages.
  - Data are not generalizable.

What are the strengths and limitations of your CS data?

You are the best judge.

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CS Questions & the Logic Model

- **CS Crosswalk**

  - Questions supporting

    - intervening variable selection

    - strategy selection

  - References to related HYS questions

  - Comparisons 2013 & 2014 CSs

CS Crosswalk Example

Logic Model Categories 2014 Community Survey Questions	Intervening Variable Domains				Strategies					2013-14 CS comparisons	Healthy Youth Survey
	Community	School	Individual/Peer	Family	Community	Public Awareness	Info Dissemination	Env. Strategies	Direct services		
2a If a youth (6 – 12th grade) wanted to get some alcohol, how easy would it be for them to get some?	X					X		X		N	1
2b If a youth (6 – 12th grade) wanted to get some marijuana, how would it be for them to get some?	X					X		X		N	2
3 How much do people risk harming themselves and others when they drive . . . 3a under the influence of alcohol? 3b under the influence of marijuana?	X					X	X	X		N	3 4

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CS Crosswalk – HYS Questions

Healthy Youth Survey

1

2

3
4

1. If you wanted to get some beer, wine, or hard liquor how easy would it be for you to get some?

2. If you wanted to get some marijuana, how easy would it be for you to get some?

3. During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?

4. <u>NEW in 2014:</u> During the past 30 days, how many times did you drive a car or other vehicle within three hours after using marijuana?

CS Crosswalk – Logic Model

- Community domain:
  - Norms Favorable to use
  - Perceptions of availability of marijuana
    - Community
- Family domain:
  - Behaviors at home (Parental favorable attittes and involvement in problem behavior)

- Strategies:
  - Public awareness campaigns
  - Social norms
  - Information dissemination– Caregiver communication
  - Caregiver Education

CS Example - Marijuana

Community Domain –Community norms favorable to use

Q1b. How much of a problem do you believe marijuana use is among in your community?

1. Not a problem
2. A minor problem
3. A moderate problem
4. A serious problem
5. Don't Know
9. Unanswered
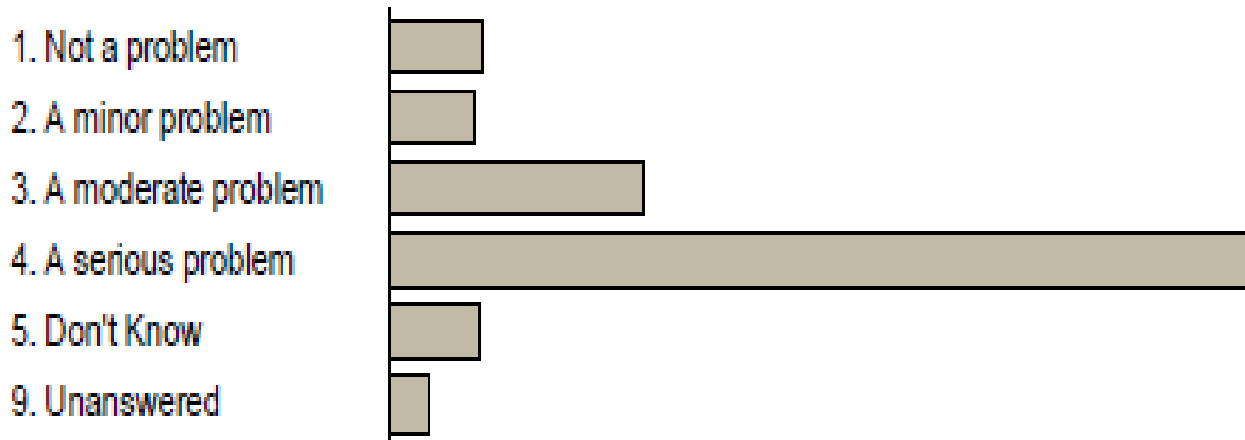
LOCAL RESULTS:

61% - A serious problem

STATE RESULTS:

45% - A serious problem

CS Example - Marijuana

Community Domain – Perception of availability

Q2b. If a youth wanted to get some marijuana, how easy would it be for them to get some?

Response	
1. Very Easy	████████████████████████████
2. Sort of Easy	███████████████████
3. Sort of Hard	████
4. Very Hard	███
5. Don't Know	██████
9. Unanswered	█
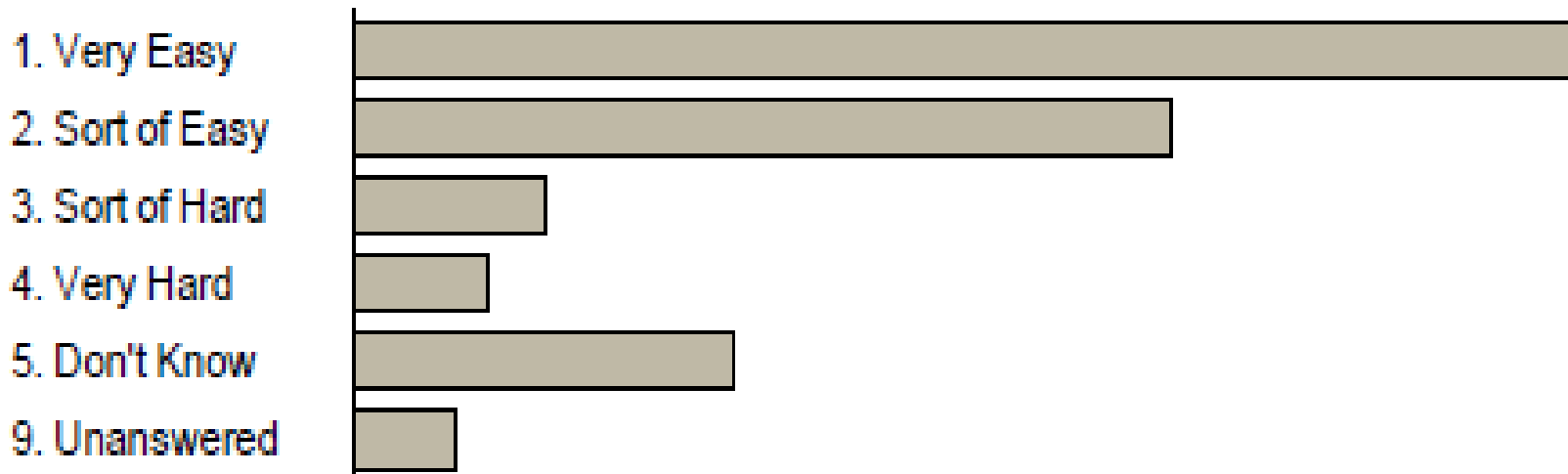
LOCAL RESULTS:

43% - Very easy

STATE RESULTS:

43% - Very easy

CS Example - Marijuana

Family Domain – Parental involvement in problem behavior

Q6. Do you allow youth to use marijuana in your home?

1. No, I do not keep marijuana in my home
2. No, never.
3. Yes, but only on special occasions.
4. Yes, my own child/children, but not their friends.
5. Yes, but only under supervision.
6. Yes.
7. Don't Know
9. Unanswered
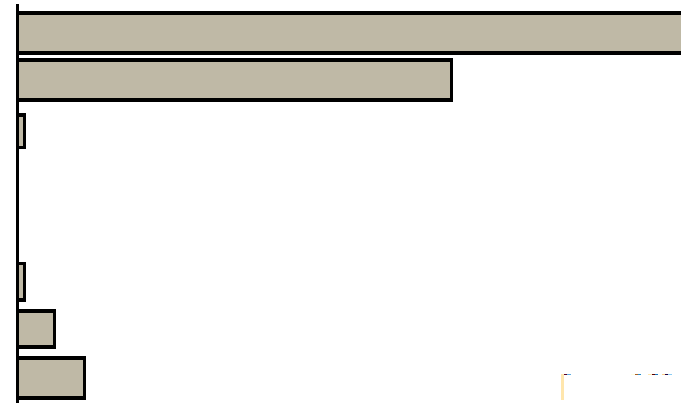
LOCAL RESULTS:
91% - No MJ at home/No

STATE RESULTS:
95% - No MJ at home/No

CS Example - Marijuana

Family Domain – Favorable parental attitudes

Q16b. How wrong do you think it would be for your child to use marijuana once or twice a week?

Response	
1. Not At All Wrong	▮
2. A Little Bit Wrong	▏
3. Wrong	▮
4. Very Wrong	▮▮▮▮▮▮▮▮▮▮
5. Don't Know	▮
9. Unanswered	▮▮▮▮▮▮▮
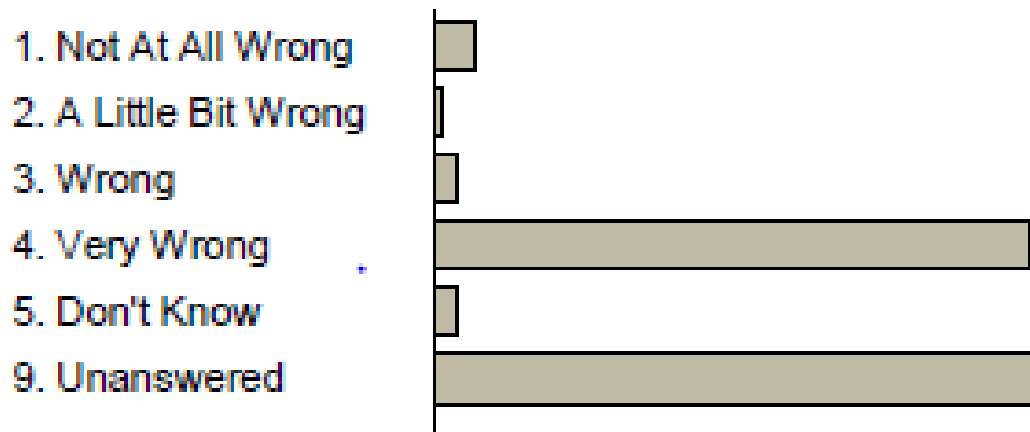
LOCAL RESULTS:

6% - Not wrong

STATE RESULTS:

1% - Not wrong

CS Example - Marijuana

Community Domain – Perception of harm

15. How much do youth risk harming themselves...when they use marijuana once or twice a week?

1. No Risk
2. Slight Risk
3. Moderate Risk
4. High Risk
5. Don't Know
9. Unanswered
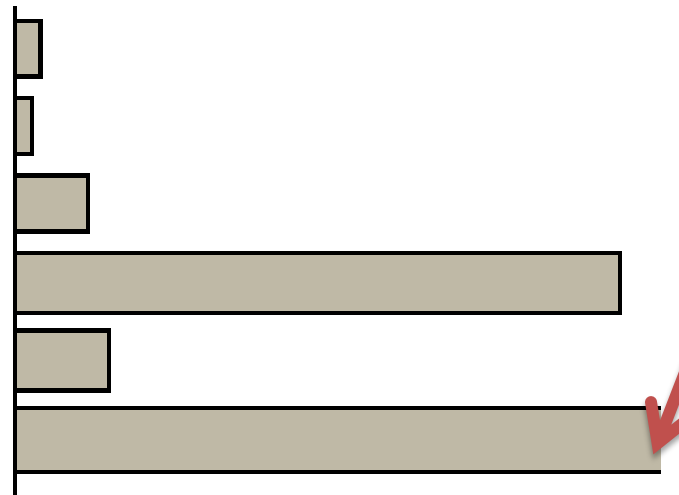
Special Note on Unanswered: Calculate your %s by total participants with youth 6th-12th grade.

LOCAL RESULTS:
70% - High risk

STATE RESULTS:
56%% - High risk

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CS Example - Marijuana

Family Domain –Family management /communication

Q13b Talked about marijuana in the past 3 months?

1. Yes

2. No

3. Don't Know

9. Unanswered
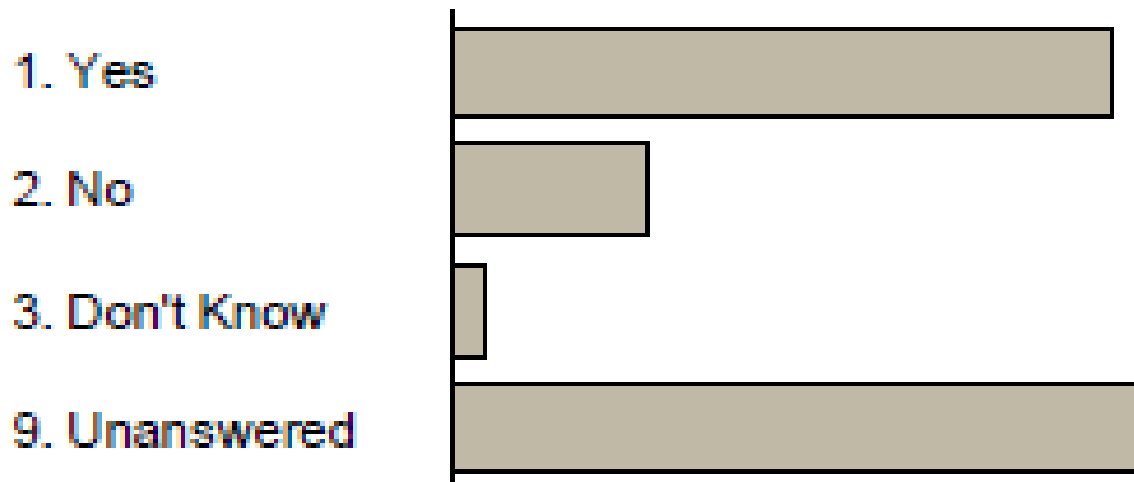
LOCAL RESULTS:
69% - Yes

STATE RESULTS:
79% - Yes

CS Example - Marijuana

Family Domain – Family management/communication

Q14a I wish I knew better what to say to my child about drugs.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. Don't Know
9. Unanswered
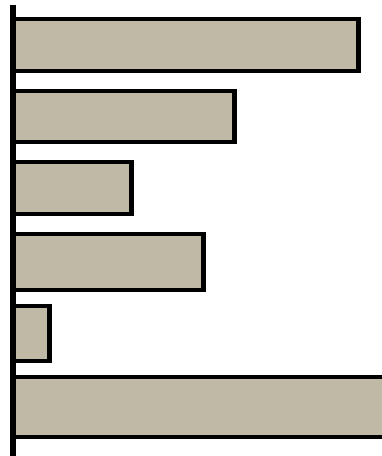
Special Note on Unanswered: Calculate your %s by total participants with youth 6th-12th grade.

LOCAL RESULTS:
35% - Strongly agree

STATE RESULTS:
12% - Strongly agree

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CS Crosswalk – New HYS Questions

New HYS Questions: *(not in data books*)

- 5 new alcohol questions.

- 4 new prescription drug misuse/abuse questions.

- 6 new or changed marijuana use questions.

- 2 new mental health questions.

New Survey Questions – Example

- Prescription Drug Misuse/ Abuse
  - CS questions
    - 4 questions
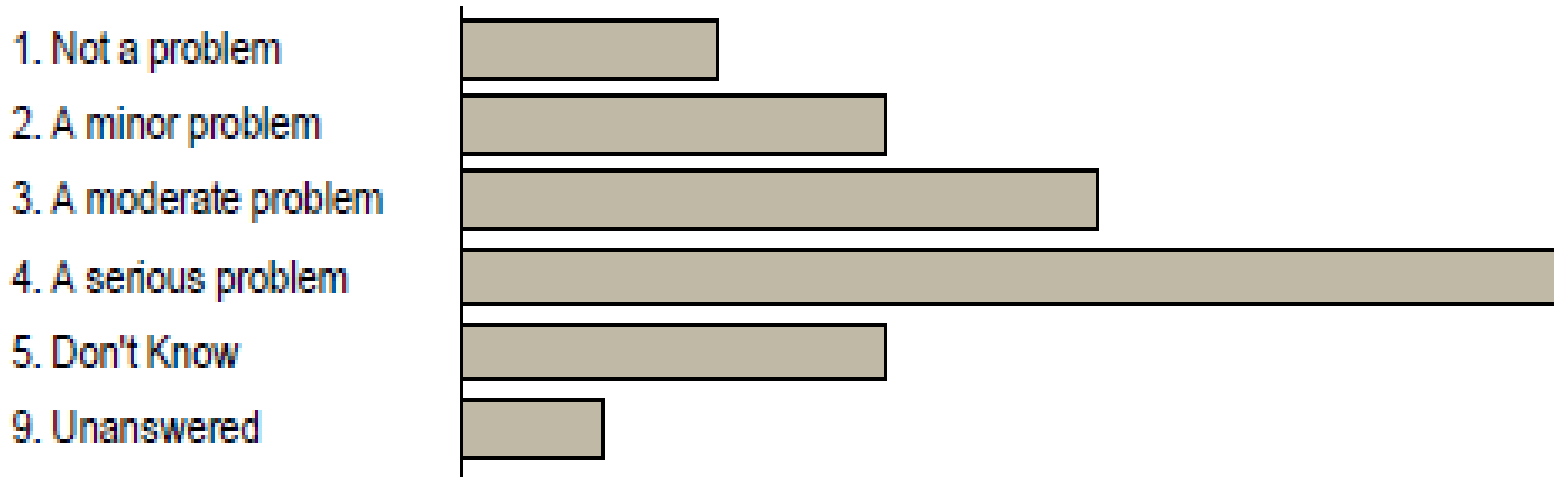 - Healthy Youth Survey questions
    - 4 questions

PRESCRIPTION DRUG MISUSE/ ABUSE (RX)– 2014 CS

Rx Misuse/Abuse – 2014 CS

1c. How much of a problem do you believe prescription drug misuse is among youth in your community?

1. Not a problem	
2. A minor problem	
3. A moderate problem	
4. A serious problem	
5. Don't Know	
9. Unanswered	

LOCAL RESULTS:
37% - Serious problem

STATE RESULTS:
27% - Serious problem

Rx Misuse/Abuse – 2014 CS

8. Do you know where in your community you could get rid of prescription drugs that you no longer need?

1. Yes	
2. No	
3. Don't Know	
9. Unanswered	

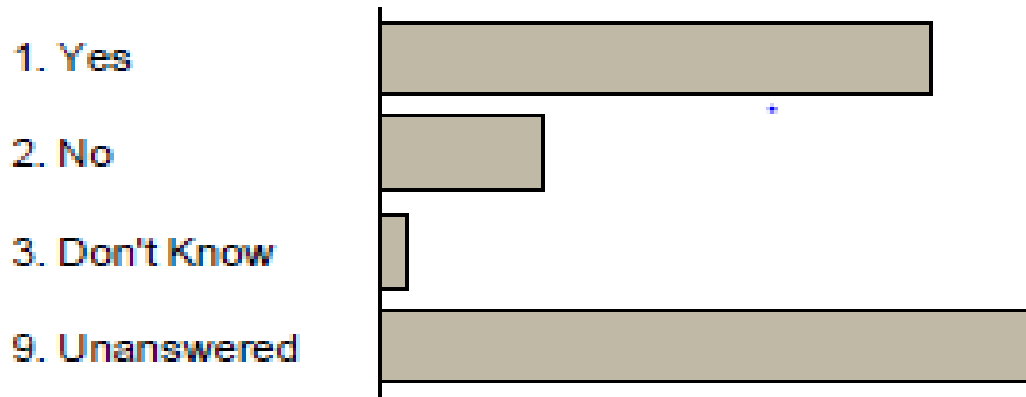**LOCAL RESULTS**
21% Yes
79% No, Don't Know

STATE RESULTS
51 % Yes

Rx Misuse/Abuse – 2014 CS

Q13c. During the past 3 months have you talked to your child about the potential negative consequences associated with using prescription drugs that were not prescribed to them?

1. Yes
2. No
3. Don't Know
9. Unanswered

LOCAL RESULTS:
69% - Yes

STATE RESULTS:
58% - Yes

Special Note on Unanswered: Calculate your %s by total participants with youth 6th-12th grade.

Rx Misuse/Abuse – 2014 CS

Q16c How wrong do you think it would be for your child to use prescription drugs not prescribed to them?
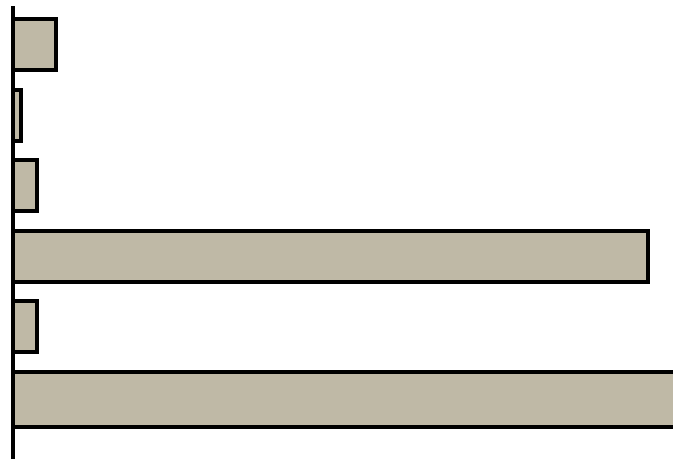
1. Not At All Wrong
2. A Little Bit Wrong
3. Wrong
4. Very Wrong
5. Don't Know
9. Unanswered

LOCAL RESULTS:
83% - Very wrong

STATE RESULTS:
83% - Very wrong

Special Note on Unanswered: Calculate your %s by total participants with youth 6th-12th grade.

RX MISUSE/ABUSE – 2014 HEALTHY YOUTH SURVEY

1. *Two options to look up useful local data*
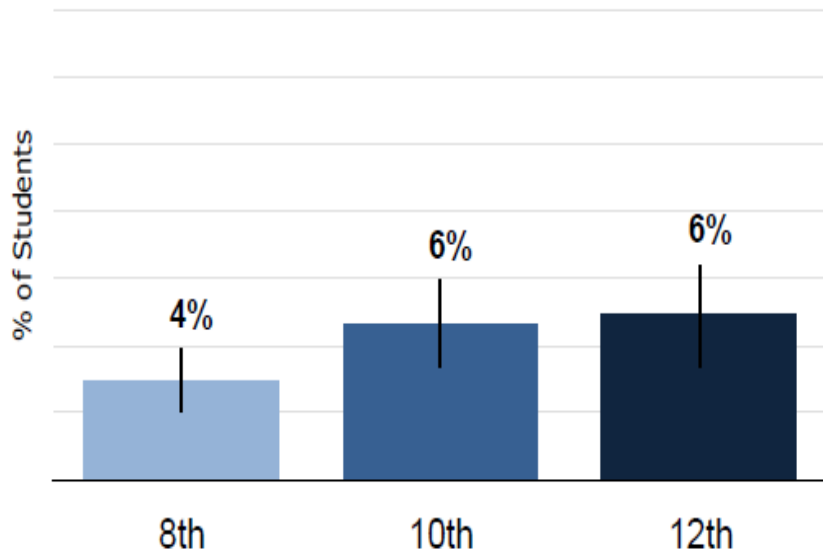2. *Provide an example of assessing RX Misuse/Abuse*

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Rx Misuse/Abuse - Healthy Youth Survey

OPTION 1: Look up the Rx/Misuse/Abuse Sheet

Student Abuse of Painkillers (in last 30 days)
Students who report using painkillers* to get high at least once in the past month

% of Students

4% — 8th
6% — 10th
6% — 12th

*painkillers like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)

Students Misuse of Someone Else's Prescription (in last 30 days)
Students who report using prescription drugs not prescribed to them in the past month

% of Students

5% — 8th
9% — 10th
12% — 12th

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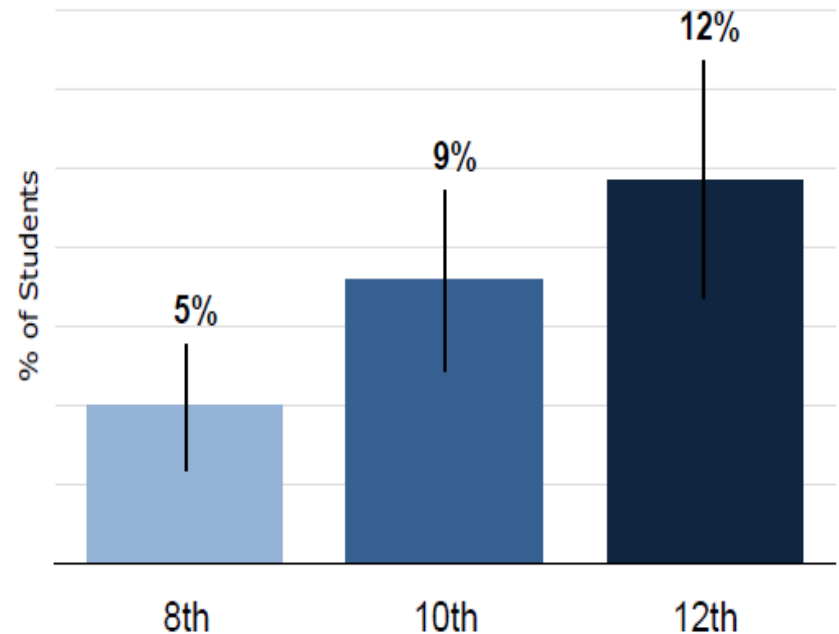
Rx Misuse/Abuse - Healthy Youth Survey

OPTION 2: HYS FREQUENCY REPORTS

Rx Misuse/Abuse - Healthy Youth Survey

During the past 30 days, ... Use prescription drugs not prescribed to you?

	Your Students	Statewide
	% (±CI)	% (±CI)
None	91.1% (±1.7)	92.4% (±0.9)
Any use in past 30 days	8.9% (±1.7)	7.6% (±0.9)

SOURCE: HYS Frequency Report Grade 10

Rx Misuse/Abuse - Healthy Youth Survey

How wrong do your parents feel it would be for you to: Use prescription drugs not prescribed to you?

	Your Students	Statewide
Very wrong	79.0% (±2.3)	83.0% (±1.6)
Wrong	13.6% (±2.0)	11.7% (±1.6)
A little bit wrong	4.4% (±1.2)	3.5% (±0.6)
Not at all wrong	2.9% (±1.0)	1.8% (±0.4)
	= 7.3%	**= 5.3%**

SOURCE: HYS Frequency Report Grade 10

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Rx Misuse/Abuse - Healthy Youth Survey

How wrong do your friends feel it would be for you to: Use prescription drugs not prescribed to you?

	Your Students	Statewide
Very wrong	63.3% (±3.0)	65.0% (±1.9)
Wrong	22.0% (±2.6)	20.8% (±1.3)
A little bit wrong	9.7% (±1.8)	9.7% (±1.1)
Not at all wrong	4.9% (±1.4)	4.6% (±0.8)

SOURCE: HYS Frequency Report Grade 10

Rx Misuse/Abuse - Healthy Youth Survey

How much do you think people risk harming themselves if they: Use prescription drugs that are not prescribed to them?

	Your Students		Statewide	
	= 10.6% %	(±CI)	= 8.7% %	(±CI)
No risk	3.9%	(±1.1)	2.8%	(±0.7)
Slight risk	7.7%	(±1.6)	5.9%	(±0.9)
Moderate risk	20.3%	(±2.4)	18.9%	(±1.3)
Great risk	62.5%	(±2.8)	67.6%	(±2.2)
Not sure	5.6%	(±1.3)	4.8%	(±0.8)

SOURCE: HYS Frequency Report Grade 10

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2. Explain CS <u>role</u> in a needs assessment
   → community perspective

3. Understand the strengths and limitation of <u>your CS</u>

4. Understand the potential contribution of the CS to
   your strategic plan → CS Crosswalk

5. Identify and <u>use</u> new HYS and CS questions

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Questions?

Contact:

martha.perla@dshs.wa.gov

HYS ANNOUNCEMENTS

- **TRAINING SEMINARS**
  - **9 HYS seminars at ESDs**
    - Small School Multi-grade reports will be covered
  - **Scheduled mid-April through mid-May**
  - **Dates & times announcement – end of March**

HYS ANNOUNCEMENTS

- **NEW FACT SHEETS by July 1**
  - **Expanded marijuana with new questions – single grade**
  - **Rx Drug misuse/abuse**
  - **Upgrade to the existing background documentation**