What's Happening in Your Community?

A Community Needs Assessment Data Book

May 2019

Learning Objectives

1. Understand the purpose of assessment.

2. Describe the contents of this data book and articulate how the data relates to the Community Prevention Wellness Initiative (CPWI) logic model.

3. Describe the two different templates of the data book.

4. Understand the source and types of data presented in the data book.

5. Apply data analysis skills to interpret tables and charts included in the data book.

6. Understand how to communicate about your data book data.

7. Explore additional data resources.

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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).
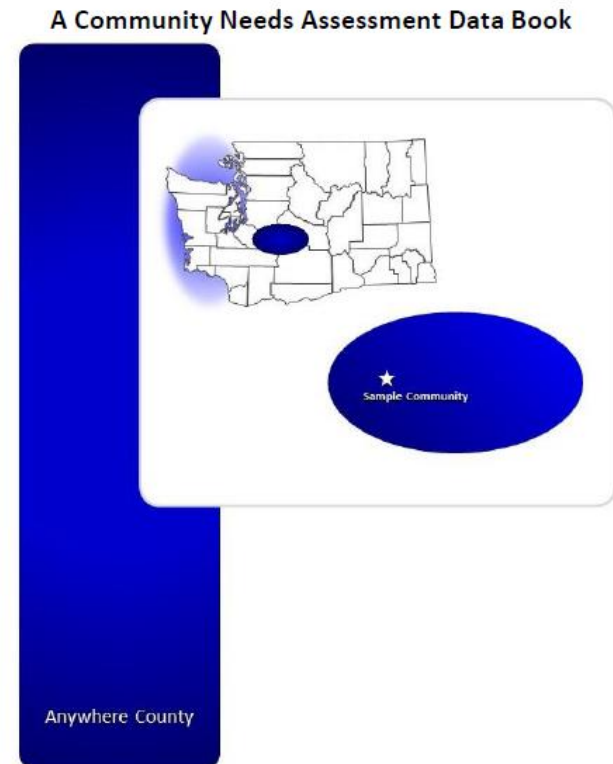   - ▶ Identify gaps of services for community needs (Gap Analysis).

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.**

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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 starts your Needs Assessment.

▸ Key word is "start."

A Community Needs Assessment Data Book

Sample Community

Anywhere County

April 2019

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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 <u>facilitate</u> 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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Data Book Contents

1. **MEASURES AVAILABLE FOR THE COMMUNITY NEEDS ASSESSMENT**

2. **HOW TO READ THE CHARTS AND TABLES**

Core logic model domains

3. Consequences
4. Consumption
5. Intervening Variables

Data over time, Risk & protective factor summaries

6. Additional HYS Data
7. Additional CORE Data
8. Demographic Profile
9. Poverty map

10. **DEFINITIONS**

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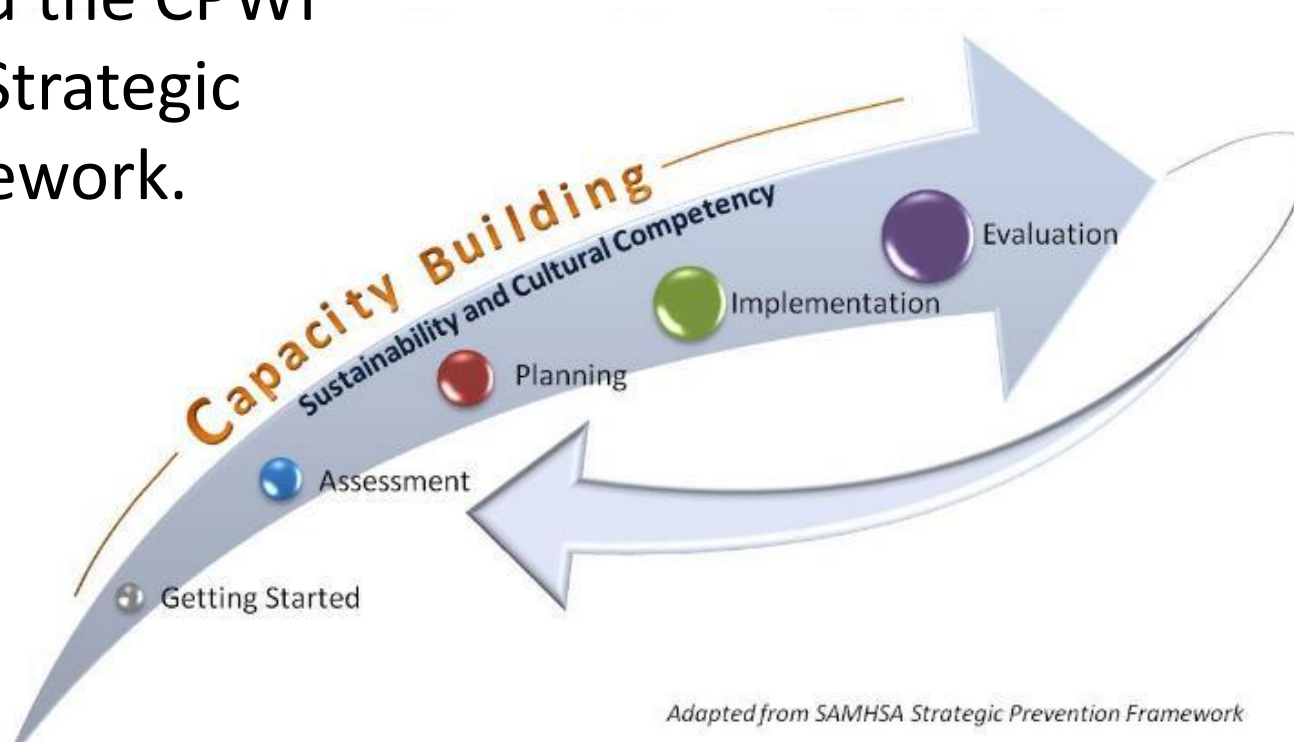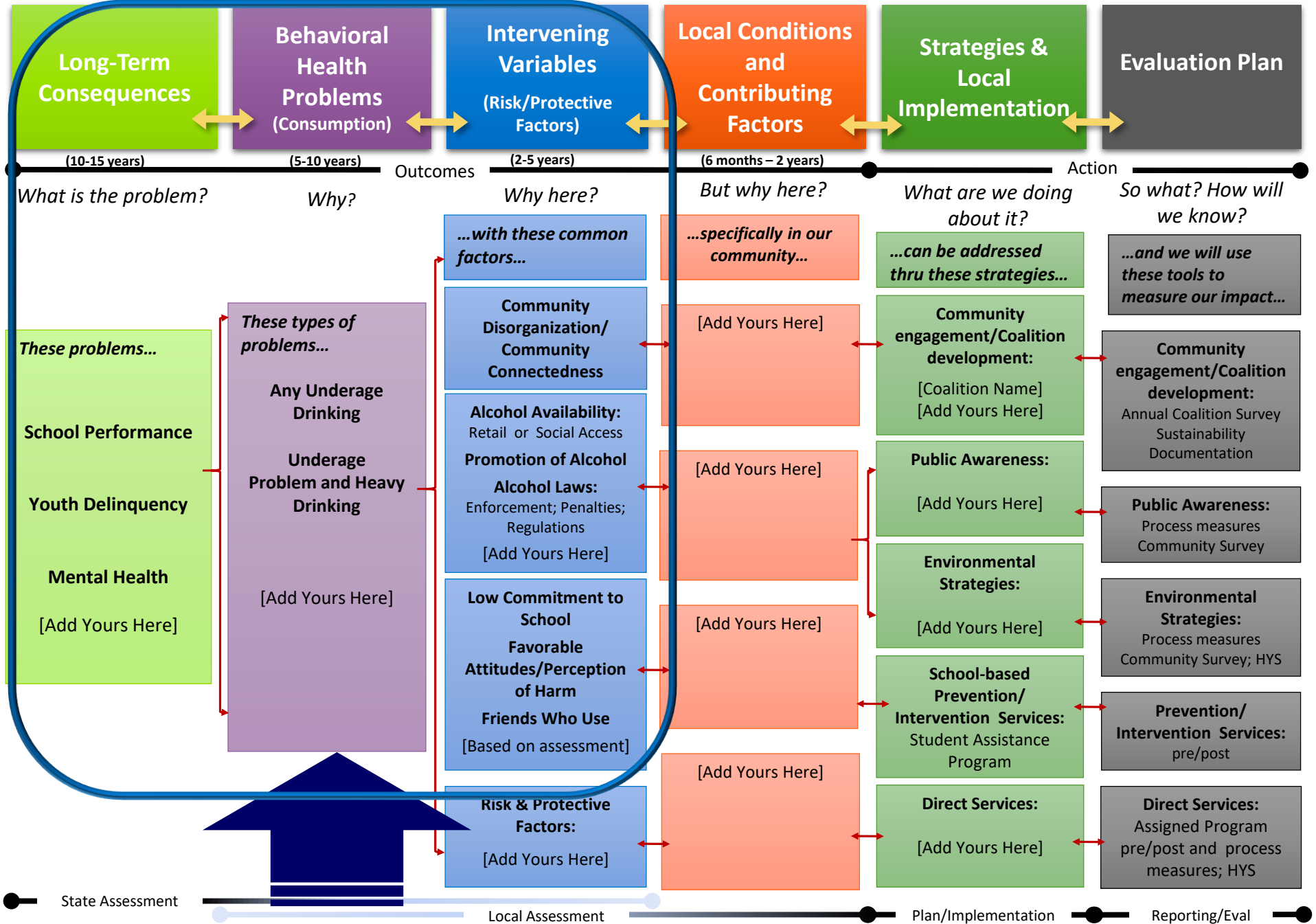# Sources of Data

- Social indicator data
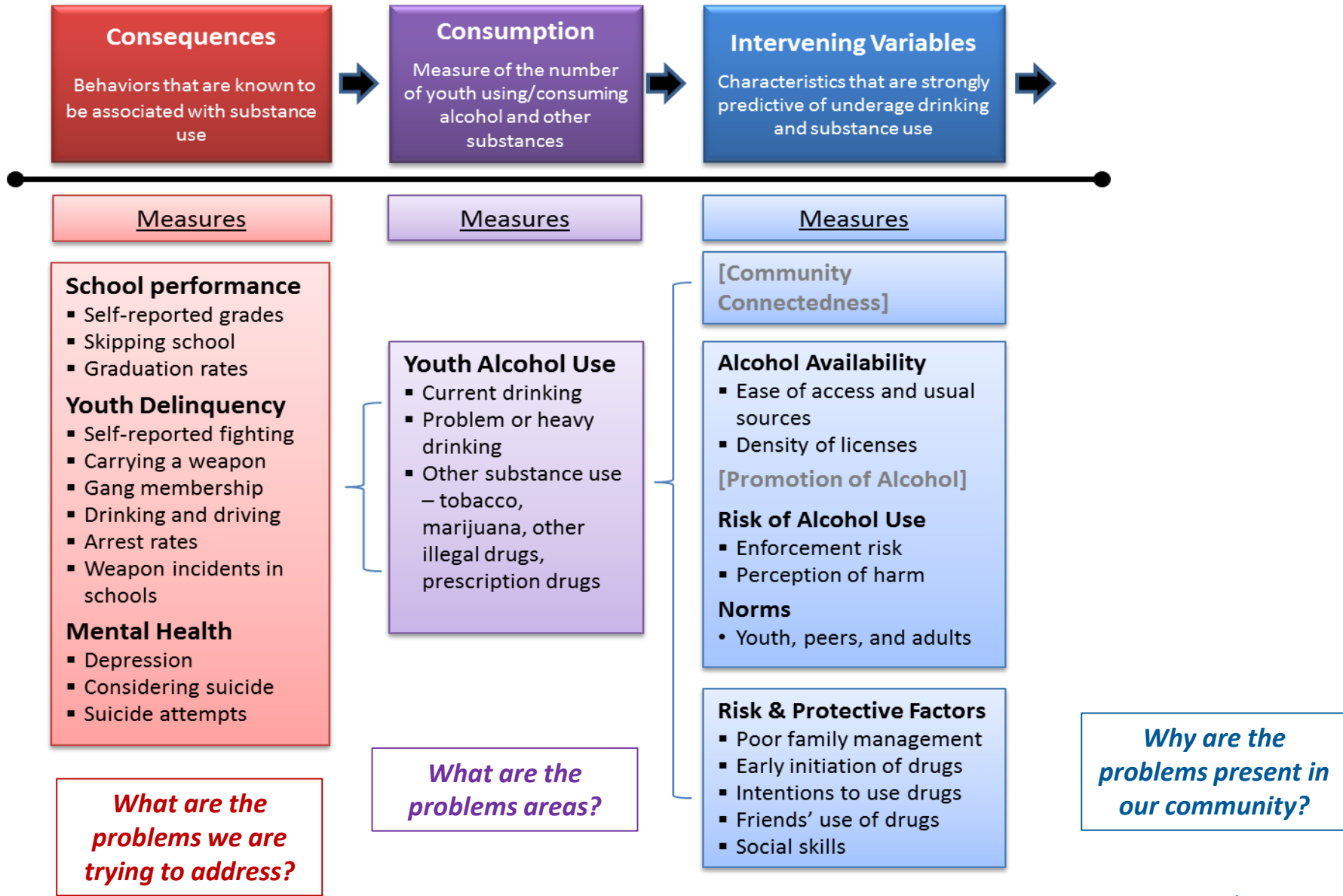- Healthy Youth Survey
- Local Data

Data Books and the Strategic Prevention Framework

Organized around the CPWI logic model and Strategic Prevention Framework.

Capacity Building
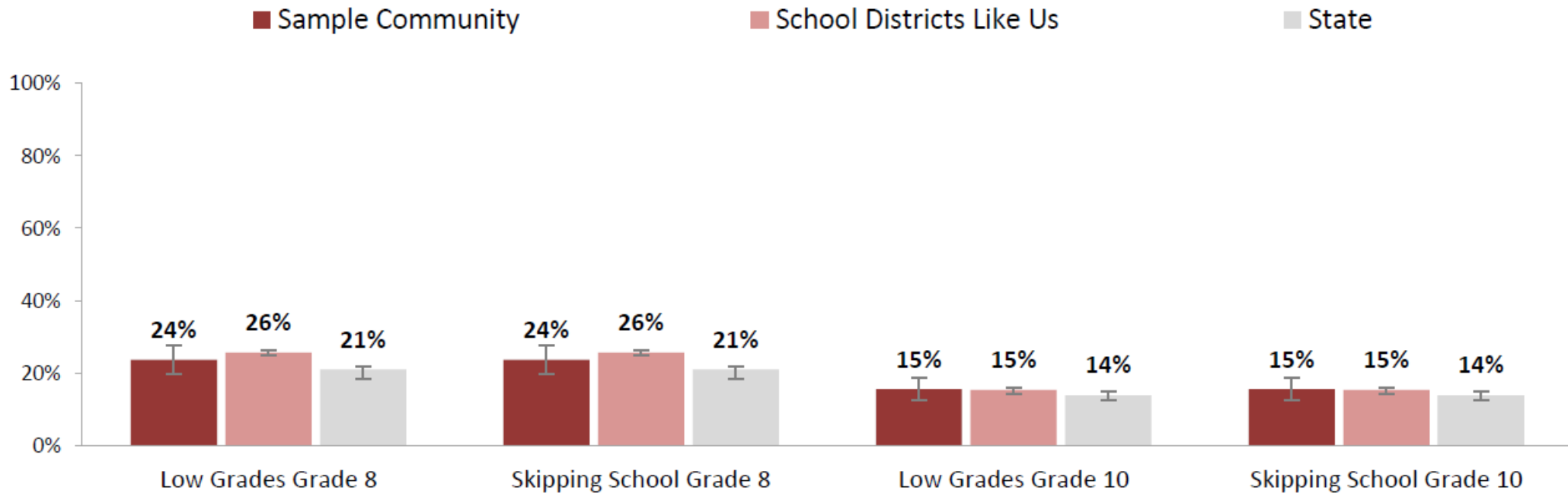Sustainability and Cultural Competency

- Evaluation
- Implementation
- Planning
- Assessment
- Getting Started

Adapted from SAMHSA Strategic Prevention Framework

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[Name] Coalition Logic Model

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)	Action	
What is the problem?	*Why?*	*Why here?*	*But why here?*	*What are we doing about it?*	*So what? How will we know?*

Outcomes

…with these common factors…

…specifically in our community…

…can be addressed thru these strategies…

…and we will use these tools to measure our impact…

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]

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]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

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]

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

12

State Assessment

Local Assessment

Plan/Implementation

Reporting/Eval

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

Measures

Measures

School performance
- Self-reported grades
- Skipping school
- Graduation rates

Youth Delinquency
- Self-reported fighting
- Carrying a weapon
- Gang membership
- Drinking and driving
- Arrest rates
- Weapon incidents in schools

Mental Health
- Depression
- Considering suicide
- Suicide attempts

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

[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

What are the problems we are trying to address?

What are the problems areas?

Why are the problems present in our community?

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Consequence Data

HYS Measures of School Performance (2018, Percent)

■ Sample Community   ■ School Districts Like Us   ▪ State

	Low Grades Grade 8	Skipping School Grade 8	Low Grades Grade 10	Skipping School Grade 10
Sample Community	24%	24%	15%	15%
School Districts Like Us	26%	26%	15%	15%
State	21%	21%	14%	14%

Consumption Data

HYS Measures of Youth Substance Use (2018, Percent)

■ Sample Community   ■ School Districts Like Us   ■ State

	Sample Community	School Districts Like Us	State
Current Drinking Grade 8	10%	10%	8%
Problem/Heavy Drinking Grade 8	10%	10%	8%
Cigarette Smoking Grade 8	7%	7%	5%
Current Drinking Grade 10	7%	7%	5%
Problem/Heavy Drinking Grade 10	3%	4%	3%
Cigarette Smoking Grade 10	3%	4%	3%

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Intervening Variables

HYS Measures of Alcohol or Marijuana Availability (2018, Percent)

Legend: ■ Sample Community ■ School Districts Like Us ■ State

	Alcohol Easy Grade 8	Marijuana Easy Grade 8	Alcohol Easy Grade 10	Marijuana Easy Grade 10
Sample Community	30%	30%	24%	24%
School Districts Like Us	30%	30%	24%	24%
State	31%	31%	21%	21%

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What is "School Districts Like Us"?
Pg. 94

SDLU Analysis Variables

- Race/ethnicity: % students by race/ethnicity in K-12 school enrollment.

- Poverty level: % of students eligible for free/reduced lunch.

- Urban/rural proxy: population density.

- Relationship between school district and community: % school levy approved.

Results:
SDLU Groups of Communities

1. High % of minorities, high poverty

2. Rural, median to high poverty

3. Rural, median to low poverty

4. Average

5. Urban/suburban, median to high poverty

6. Urban/Suburban, low poverty

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Data Book Templates: Regular

HYS Measures of Youth Substance Use (2018, Percent)

■ Sample Community ■ School Districts Like Us ■ State

Grade 10

Grade 8

	Current Drinking Grade 8	Problem/ Heavy Drinking Grade 8	Cigarette Smoking Grade 8	Current Drinking Grade 10	Problem/ Heavy Drinking Grade 10	Cigarette Smoking Grade 10
	10% 10% 8%	10% 10% 8%	7% 7% 5%	7% 7% 5%	3% 4% 3%	3% 4% 3%

HYS Measures of Youth Substance Use	GRADE	Sample Community 2016	Sample Community 2018	School Districts Like Us 2016	School Districts Like Us 2018	State 2016	State 2018
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	20%	10%	20%	10%	18%	8%
	10	14%	7%	13%	7%	11%	5%
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	20%	10%	20%	10%	18%	8%
	10	7%	3%	7%	4%	5%	3%
Current Cigarette Smoking. During the past 30 days, on how many days did you: Smoke cigarettes? *(District results: Smoke any days)*	8	14%	7%	13%	7%	11%	5%
	10	7%	3%	7%	4%	5%	3%

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Data Book Templates: Small Community

HYS Measures of Youth Substance Use (2018, Percent)

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

HYS Measures of Youth Substance Use	GRADE	Sample Community 2016	Sample Community 2018	School Districts Like Us 2016	School Districts Like Us 2018	State 2016	State 2018
Current Marijuana Use. During the past 30 days, on how many days did you: Use marijuana or hashish? (District results: Use any days)	8	20%	9%	19%	9%	18%	7%
	10	4%	3%	4%	3%	4%	2%
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? (District results: Use any days)	8	20%	9%	19%	9%	18%	7%
	10	4%	3%	4%	3%	4%	2%
Current Pain Killer Use. During the past 30 days, on how many days did you: Use a pain killer to get high, like Vicodin, OxyContin or Percocet? (District results: Use any days)	8	7%	4%	6%	4%	6%	3%
	10	8%	6%	7%	5%	7%	6%
Any Prescription Drug Use: During the past 30 days, on how many days did you: Use prescription drugs not prescribed to you? (Results: Use any days)	8	7%	4%	6%	4%	6%	3%
	10	8%	6%	7%	5%	7%	6%

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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

38 CPWI Coalitions represent Small School Districts.

Goal:

▶ increase the number of respondents.

▶ smaller confidence intervals.

▶ more stable results.

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Why combine results for small communities?

Past 30-day alcohol use in Community X
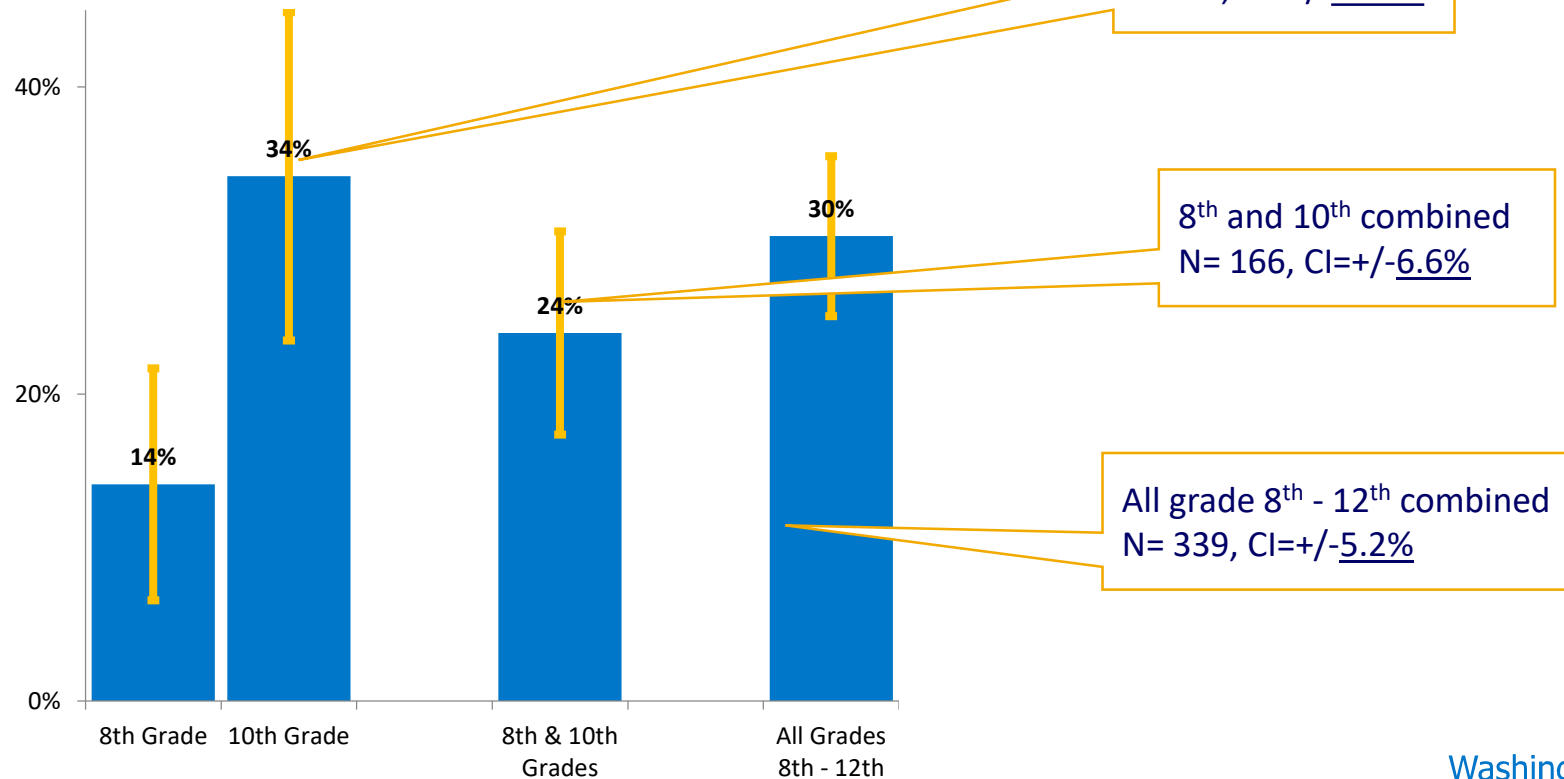
10th grade only
N= 79, CI=+/-10.7%

8th and 10th combined
N= 166, CI=+/-6.6%

All grade 8th - 12th combined
N= 339, CI=+/-5.2%

14%
34%
24%
30%

40%

20%

0%

8th Grade   10th Grade   8th & 10th Grades   All Grades 8th - 12th

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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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Most Recent Data: 2018 HYS Regular Data Book

HYS Measures of Youth Substance Use (2018, Percent)

- ■ Sample Community
- ■ School Districts Like Us
- ■ State

CI –95% Confidence Interval

Charts compare 2016 community, SDLU, and state results

Current Drinking Grade 8	Problem/ Heavy Drinking Grade 8	Cigarette Smoking Grade 8	Current Drinking Grade 10	Problem/ Heavy Drinking Grade 10	Cigarette Smoking Grade 10
10% 10% 8%	10% 10% 8%	7% 7% 5%	7% 7% 5%	3% 4% 3%	3% 4% 3%

Tables present community and state rates, by grade and year

HYS Measures of Youth Substance Use	GRADE	Sample Community		School Districts Like Us		State	
		2016	2018	2016	2018	2016	2018
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	20%	10%	20%	10%	18%	8%
	10	14%	7%	13%	7%	11%	5%
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	20%	10%	20%	10%	18%	8%
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Current Cigarette Smoking. During the past 30 days, on how many days did you: Smoke cigarettes? *(District results: Smoke any days)*	8	14%	7%	13%	7%	11%	5%
	10	7%	3%	7%	4%	5%	3%

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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.

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SDLU – School Districts Like Us

SDLU have similar characteristics in:

- ▶ Poverty Level.

- ▶ Race/ethnicity.

- ▶ Population Density.

- ▶ Relationship between school district and community (% levy approved).

School District Clusters

Legend

- ⊙ Cities (pop>50K)
- County
- School Districts

SDLU Clusters

- 1: High % minority, 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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HYS Participation Rate – Regular Data Book Example

	Grade 8	Grade 10
Students Participating in the 2018 Survey	268	313
Survey Participation Rate	79%	70%

- 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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How to Interpret Confidence Intervals
pg. 93 and 94

Statistical Significance

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

- Using 95% confidence intervals:

  - A difference between two groups is considered statistically significant if chance could explain it less than 5% of the time.

Interpret Confidence Interval

HYS Measures of Youth Substance Use (2018, Percent)

■ Sample Community   ■ School Districts Like Us   ■ State

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

95% CI

	Current Drinking Grade 8	Problem/ Heavy Drinking Grade 8	Cigarette Smoking Grade 8	Current Drinking Grade 10	Problem/ Heavy Drinking Grade 10	Cigarette Smoking Grade 10
Sample Community	9%	6%	4%	21%	13%	7%
School Districts Like Us	9%	6%	4%	21%	13%	8%
State	8%	5%	3%	20%	13%	6%

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What are Confidence Intervals and why do you need them?

▶ The confidence interval ± represents the variability of the estimate.

▶ It's unlikely that 100% of your students participated in the survey.

▶ The reported value is unlikely to be exactly the same as the "true" value for all your students.

▶ The confidence intervals account for the random variation due to sampling.

▶ The confidence intervals help you compare your results to others and over time.

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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.

How do we talk about the results with the confidence intervals?
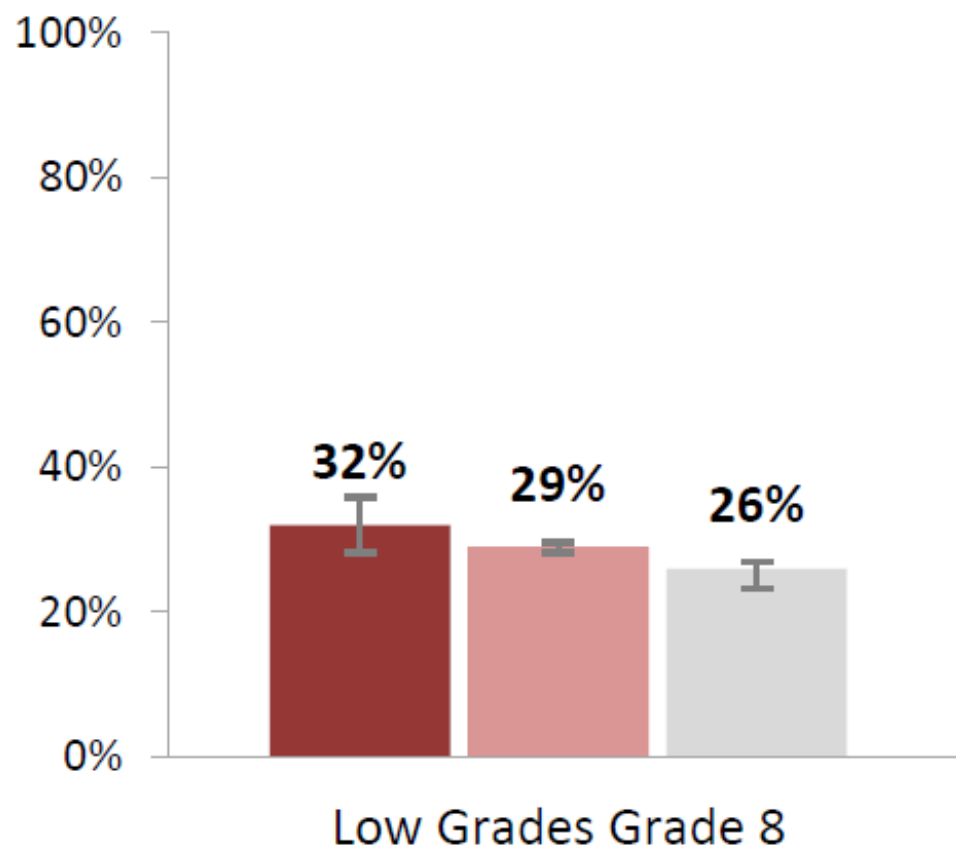
Low Grades Grade 8

- ▶ Between 26% and 32% of the 8th grade students in our community had low grades in school.

OR

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

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Non-significant Difference
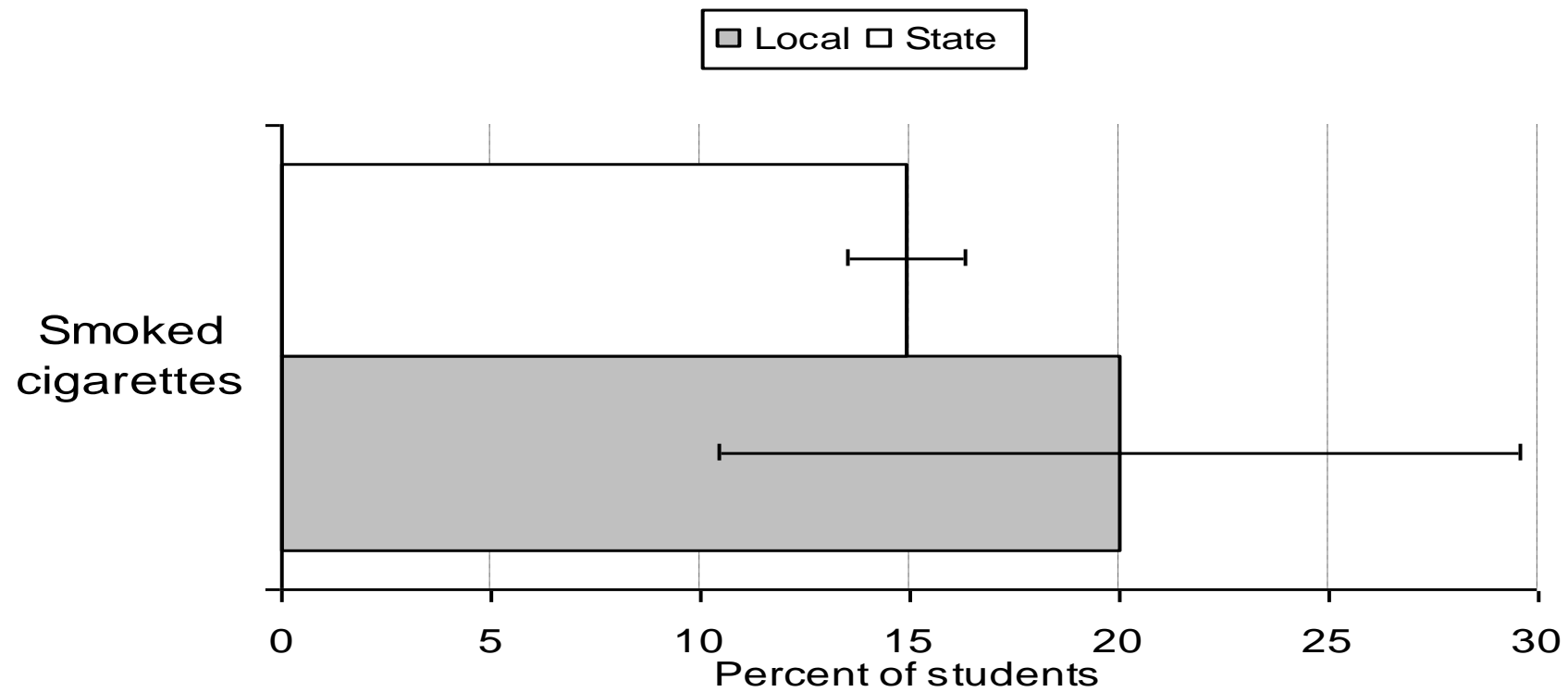
Significant Difference
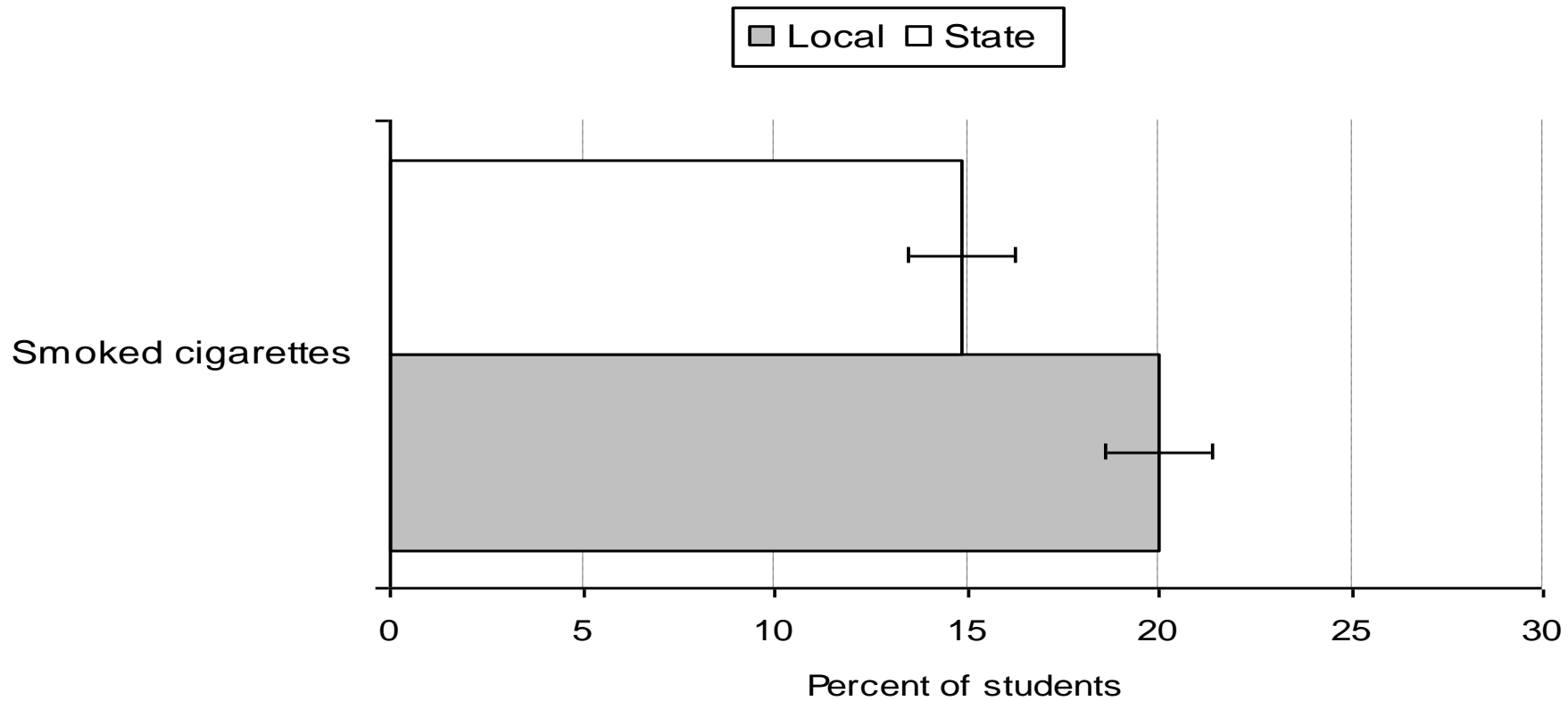
Significance Inconclusive
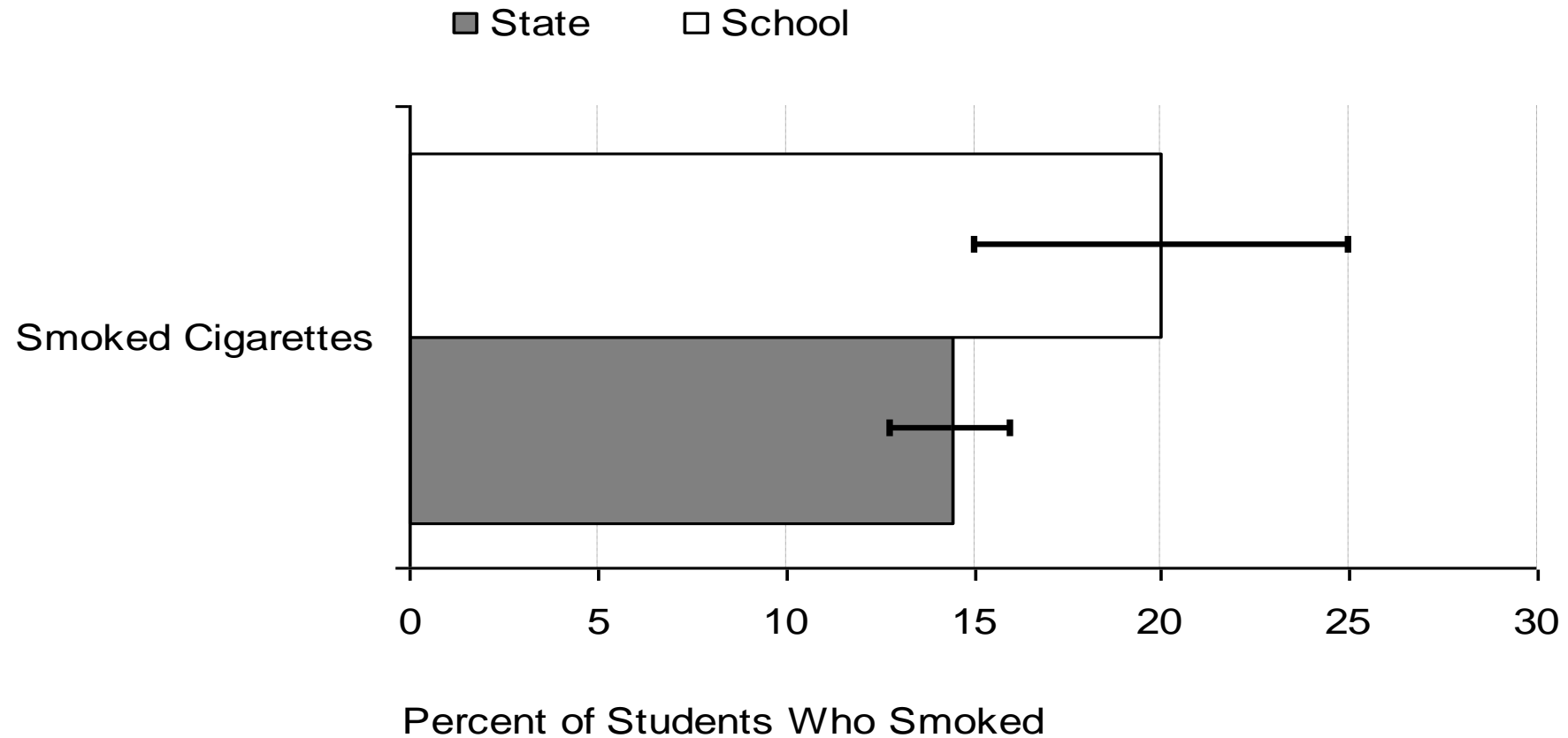
Testing Significance Tool

▶ 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%.

Interpret HYS Data Chart

HYS Measures of Youth Substance Use (2018, Percent)

■ Sample Community   ■ School Districts Like Us   ■ State
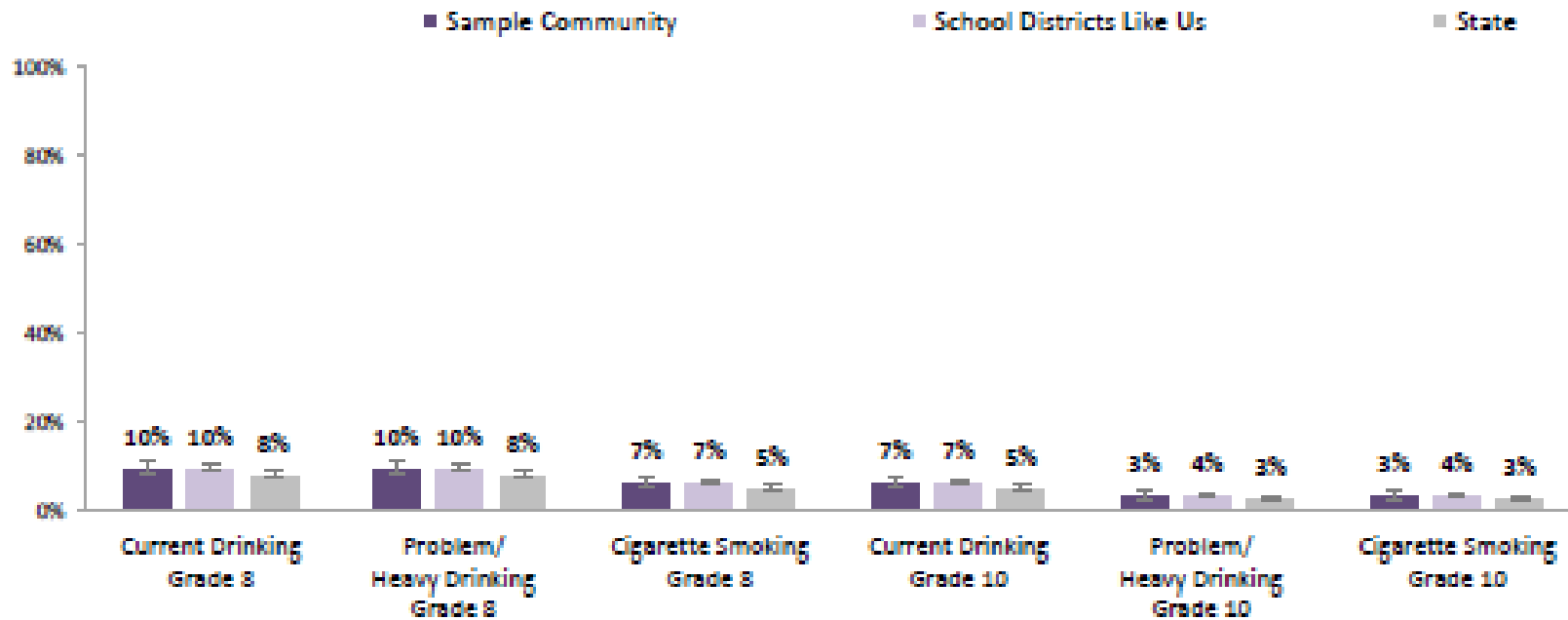
Comparisons by:
- Grade
  Community
  SDLU
  State

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Interpret HYS Data Tables

Community 2018 rate is significantly different from the 2016 rate.

State rate is significantly different from the community rate.

HYS Measures of Youth Substance Use	GRADE	2016	2018	2016	2018	2016	2018
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	19% d	4% d	17%	16% b	14%	13% c
	8,9,10,11,12		16%				
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 and 10	15% d	4% d	12%	10%	9%	8%
	8,9,10,11,12		5%				
Current Cigarette Smoking. During the past 30 days, on how many days did you: Smoke cigarettes? *(District results: Smoke any days)*	8 and 10	19%	0%	7%	7%	5%	4%
	8,9,10,11,12		1%				

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

SDLU rate is significantly different from the community rate.

50

Table Notes – Statistical Comparisons

a. <u>COMPARE YEARS:</u> The 2016 rate is significantly different from the 2014 rate.

b. <u>COMPARE SDLU:</u>   The "school districts like us" rate is significantly different from your school district area rate.

c. <u>COMPARE STATE vs. DISTRICT:</u> 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
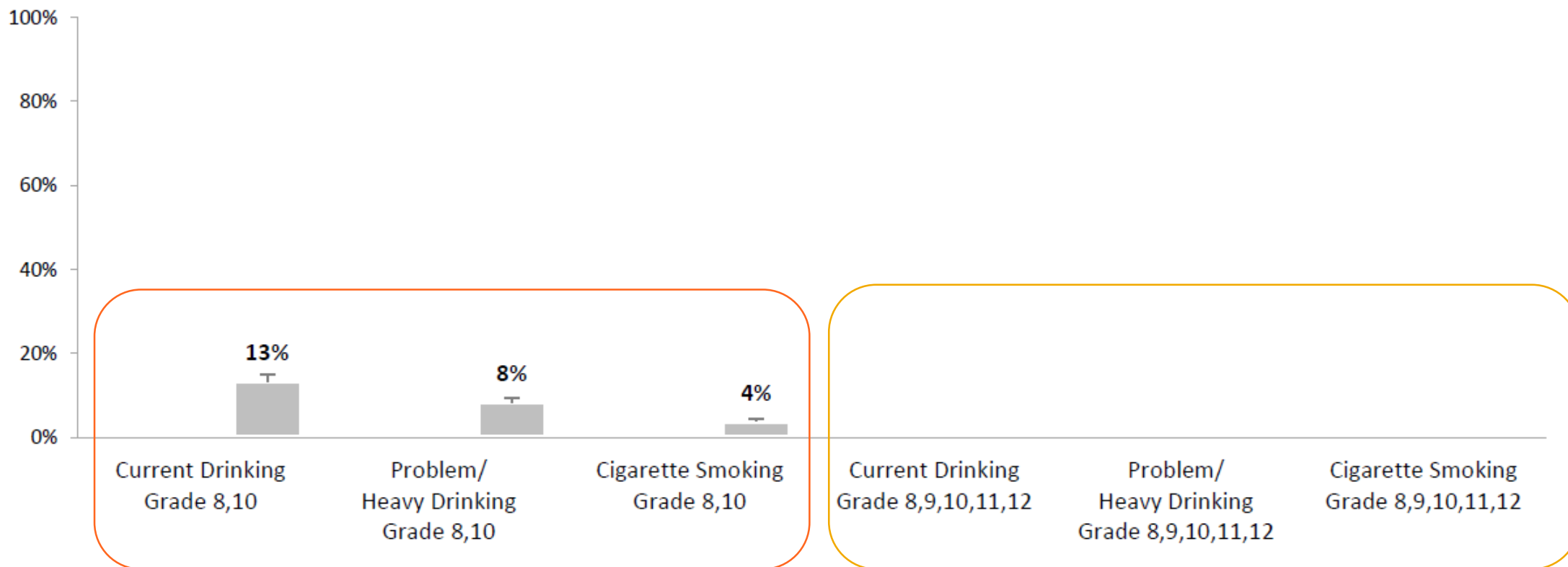
Why combine results for smaller communities?

Past 30-day alcohol use in Community X

10th grade only
N= 79, CI=+/-10.7%

8th and 10th combined
N= 166, CI=+/-6.6%

All grade 8th - 12th combined
N= 339, CI=+/-5.2%

Chart values:
- 8th Grade: 14%
- 10th Grade: 34%
- 8th & 10th Grades: 24%
- All Grades 8th - 12th: 30%
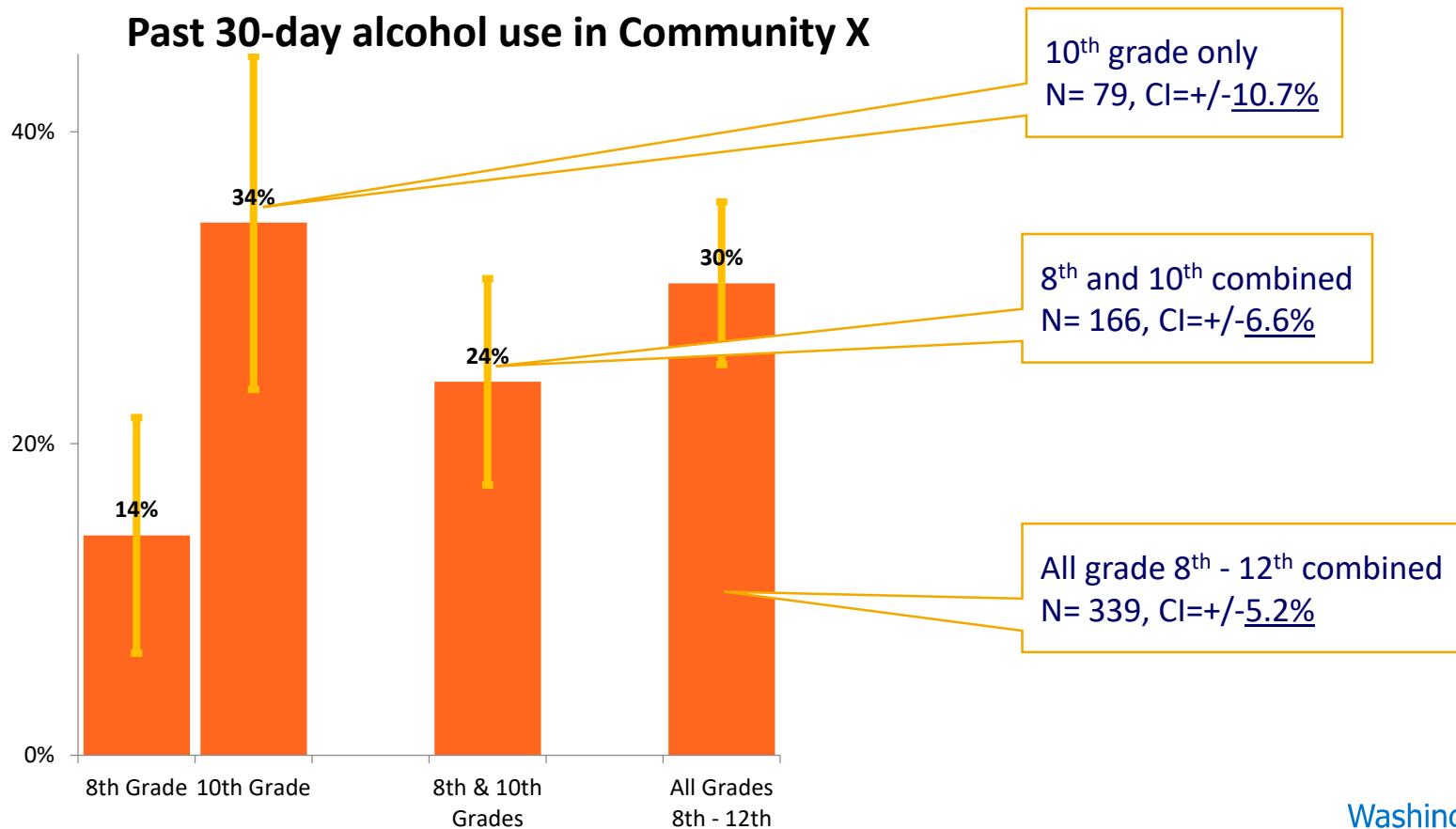
Interpret CORE
Data Charts and Tables

CORE Measures of Mental Health (2017, Rate per 100,000)
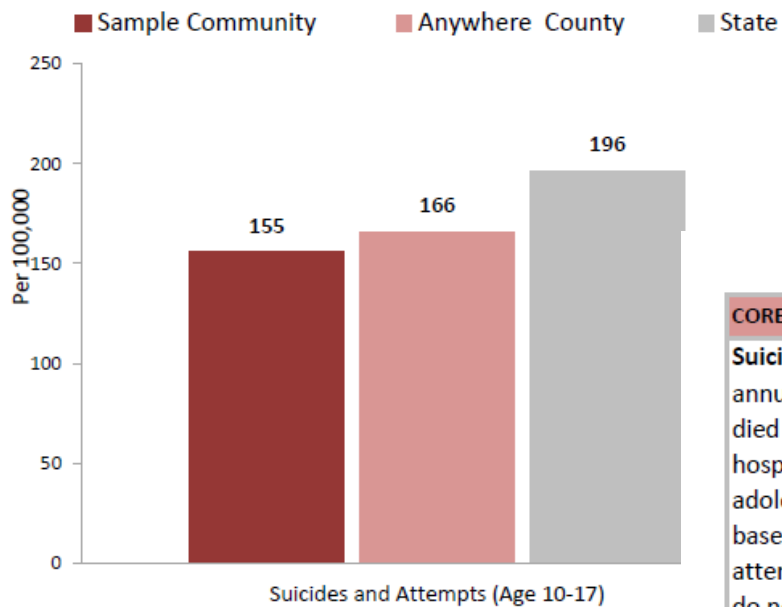
Denominators may be different for different measures

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

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

Sample Community Anywhere County State

250

200 — 196

166

155

150

100

50

0

Suicides and Attempts (Age 10-17)

CORE Measures of Mental Health		Sample Community		County		State	
		2016	2017	2016	2017	2016	2017
Suicide Deaths and Attempts (Age 10-17). The annual number of adolescents (age 10-17) who died by suicide or were admitted to the hospital for suicide attempts, per 100,000 adolescents (age 10-17). Suicide deaths 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.		120	155	136	166	155	196

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Trend Data: Larger Communities

Perceived Availability of Drugs

SCALE QUESTIONS

• If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?

• If you wanted to get some cigarettes, how easy would it be for you to get some?

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

• If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

Grade 8
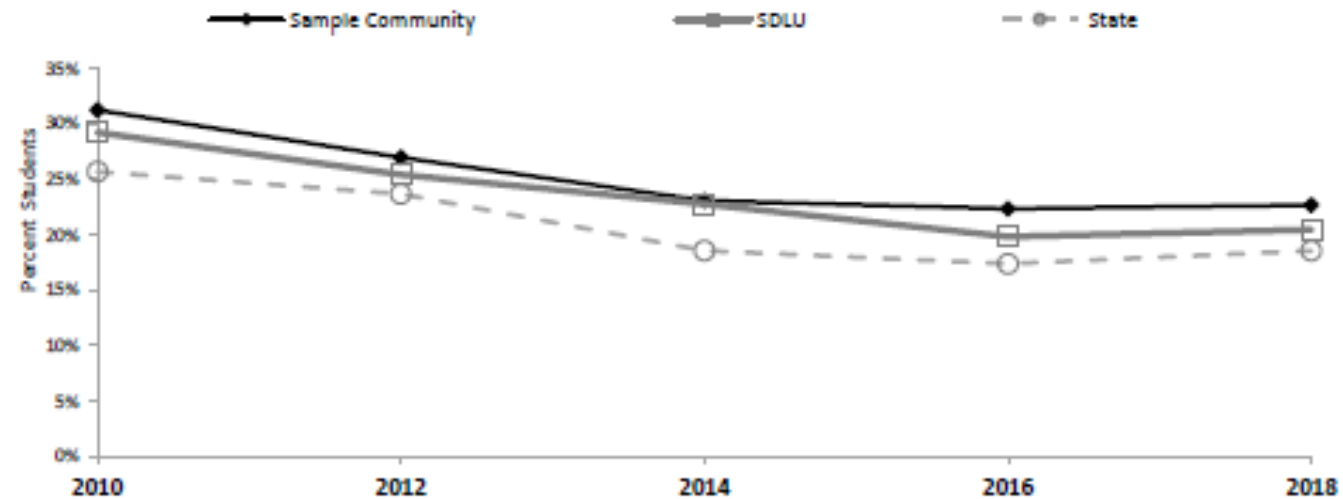
	2010	2012	2014	2016	2018
State	26%	24%	19%	17%	19%
SDLU	29%	25%	23%	20%	20%
Sample Community	31%	27%	23%	22%	23%

Washington State
Health Care Authority

Trend Data: Small Communities

Parental Attitudes Tolerant of Substance Use
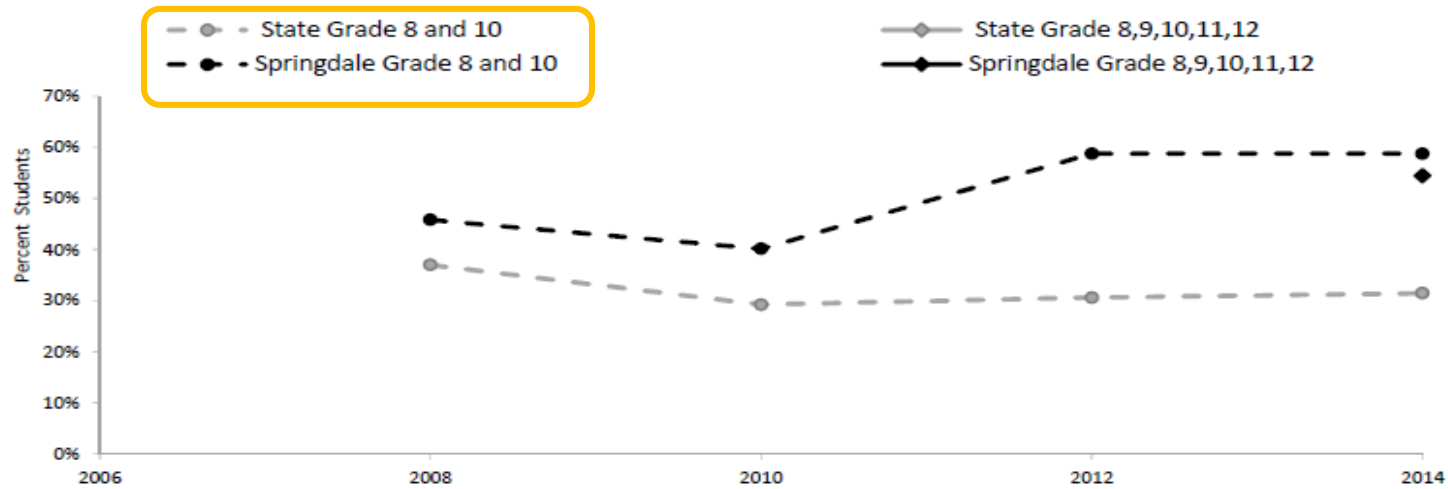
	2006	2008	2010	2012	2014
State Grade 8 and 10		37%	29%	31%	31%
State Grade 8,9,10,11,12					
Springdale Grade 8 and 10		46%	40%	59%	59%
Springdale Grade 8,9,10,11,12					54%

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

Trend lines present state and community results by grade

Unconnected lines indicate gap in data

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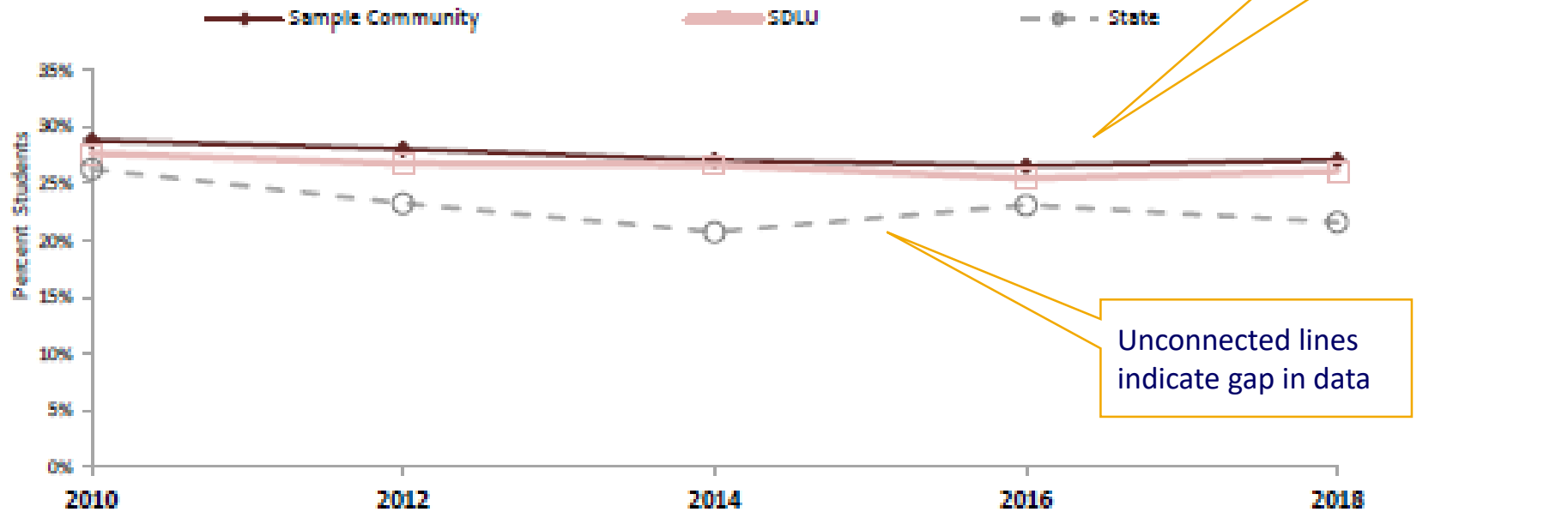
How to Interpret Trends: CORE Data

Youth Delinquency

Arrests (Age 10-17), Alcohol Violation *(Rate per 1,000)*
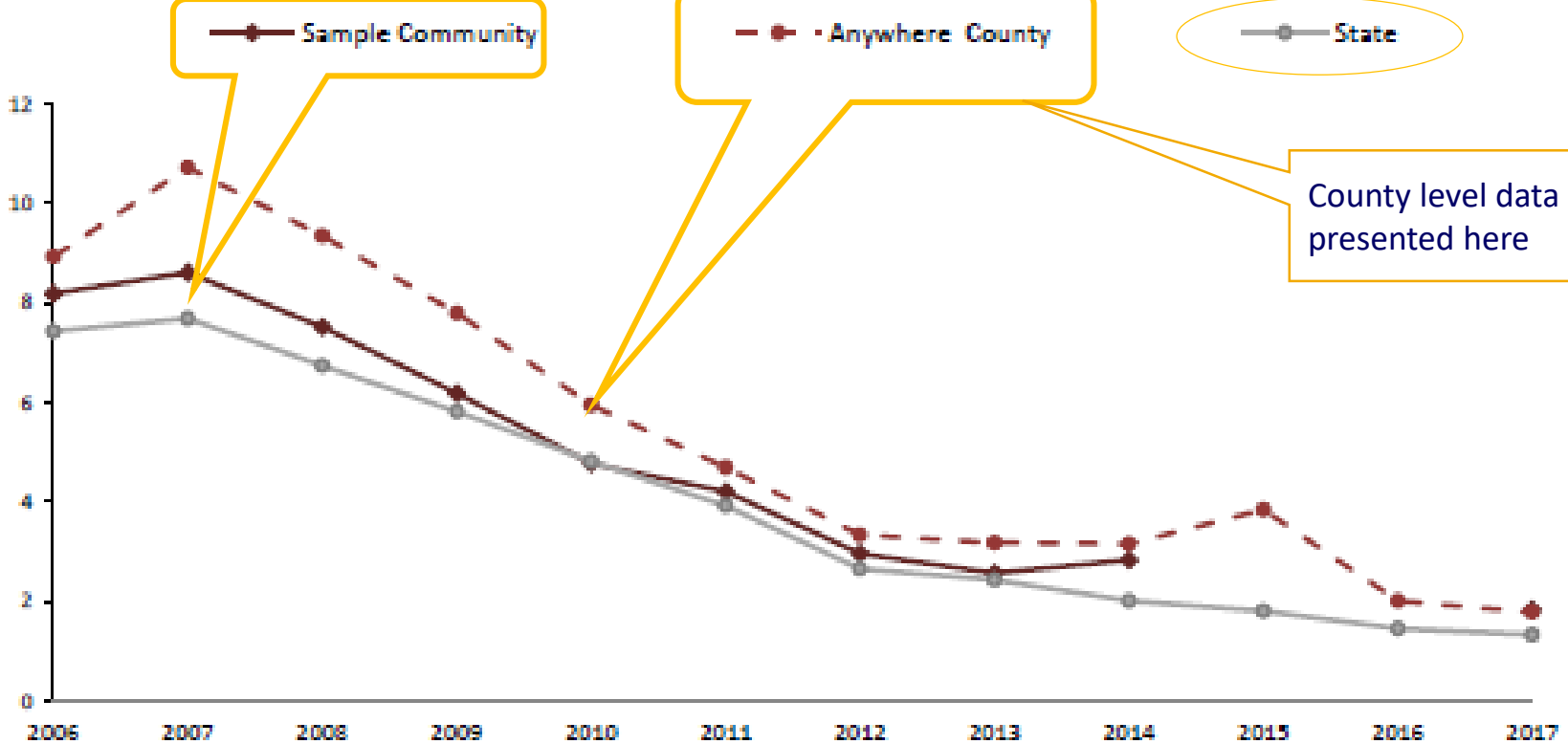
Check the units of measurement.

County level data presented here

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Demographic Profile

Community Demographics

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

Race and Ethnicity *(Count, Percent)*

Persons whose race or ethnicity is: (1) "American Native" – American Indian or Alaska Native, one race only; (2) "Asian" – Asian, one race only; (3) "Black" – African American, one race only; (4) "Hawaiian/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.

Sample Community

RACE/ETHNICITY	NUMBER	%
White Non-Hispanic	34,697	82%
Any Minority	7,656	18%
RACE		
American Native	546	1%
Asian	1,711	4%
Black	717	2%
Hawaiian/PI	240	1%
White	37,036	87%
Multi-Racial	2,104	5%
ETHNICITY		
Hispanic	2,818	7%
TOTAL	42,353	100%

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

Racial and Ethnic Distribution

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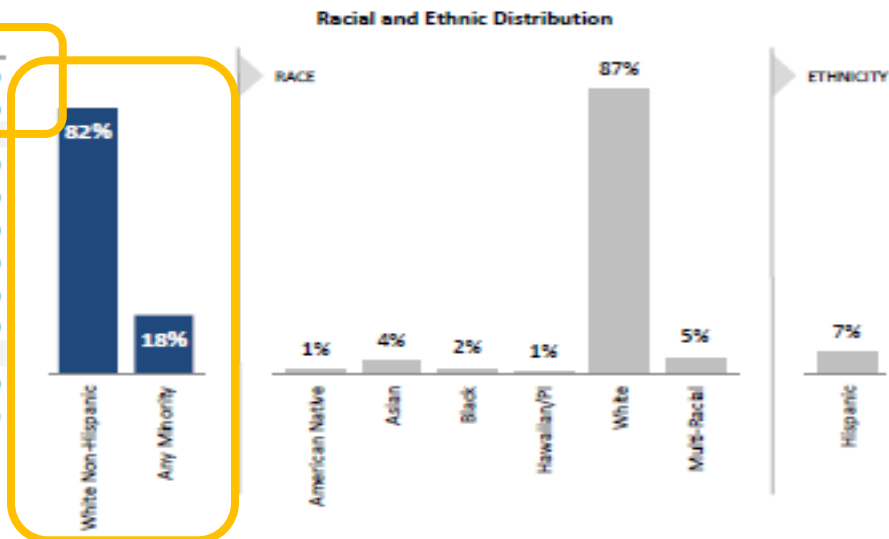
Demographic Profile – Age Composition (count/percent)

Age Composition *(Count, Percent)*

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

Sample Community

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

Percent of Community Population in Each Age Range

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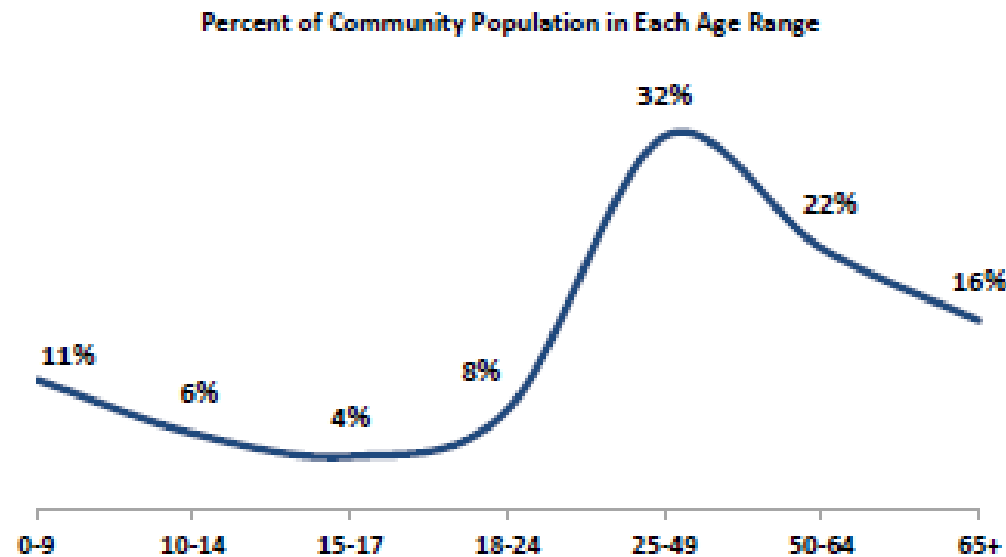
When are data not reported?

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.

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

Additional Resources

Healthy Youth Survey:

www.AskHYS.net

CORE reports:

https://www.dshs.wa.gov/ffa/research-and-data-analysis/community-risk-profiles

Mapping Opioid & Other Drug Issues (MOODI)

http://moodi.lgan.com/

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Health Care Authority

Other Sources of HYS Data: AskHYS.net

School District Frequency Report

Healthy Youth Survey 2018

Report of Results

Statewide Results

Grade 6

Access District and Building HYS Results

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

Getting Accessing to District and Building Results on AskHYS.net

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

School and District Employees

Steps to follow:

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

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

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

DOH – Opioid Data

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

Washington State Opioids Data:

- Patients with Any Opioid Prescription Statewide Data

- Opioid Prescriptions and Drug Overdoses County Data

- Opioid Prescriptions and Drug Overdoses Accountable Communities of Health Data

DOH Opioid Prescription Data
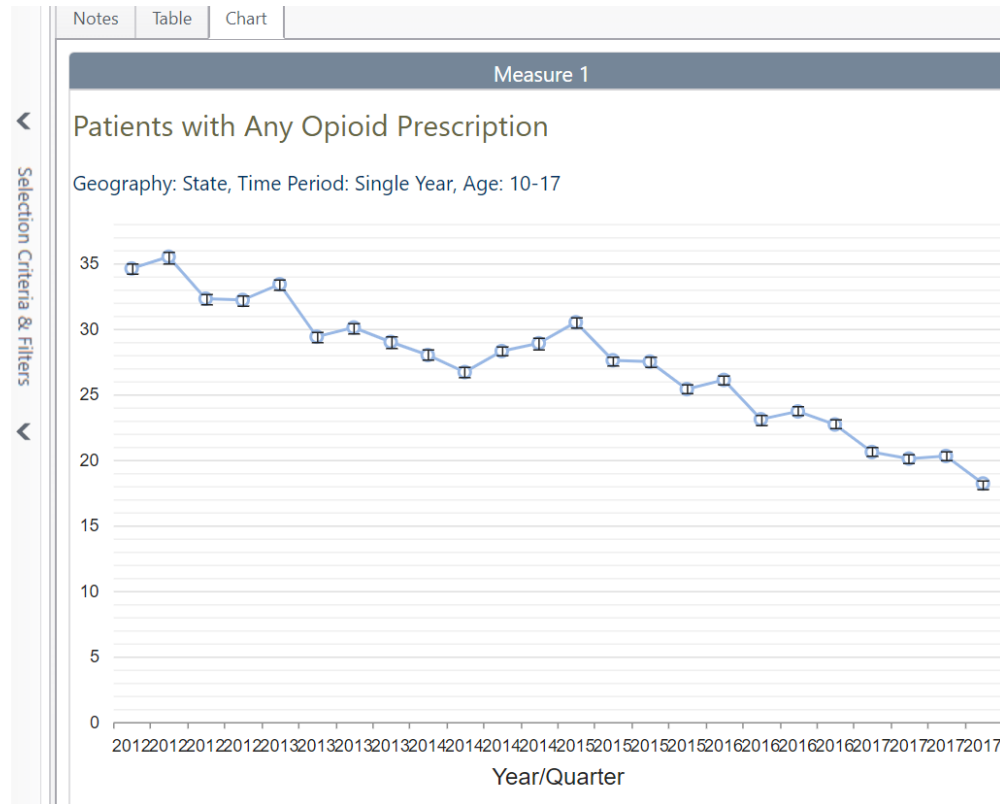
Medicine Take Back Locations
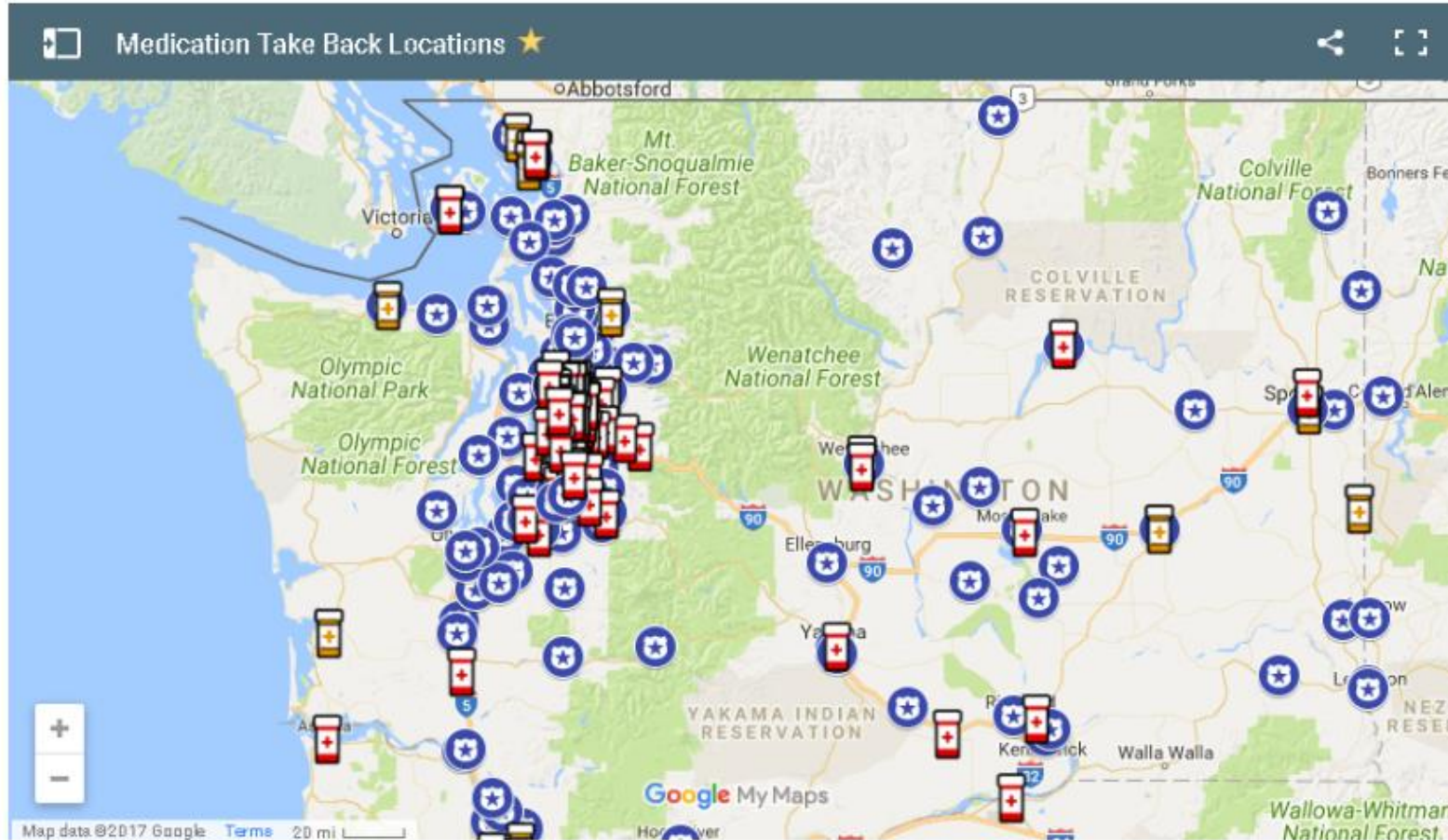
Putting it into Practice

▸ Use your data book to identify some of the needs in your community.

▸ Write a paragraph describing community needs.

▸ Think of a scenario in which you will want to communicate what you've found.

▸ Develop a communication objective and create a message map.

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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?

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

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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Availability of Alcohol
(Retail or Social Access)

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

Legend: ■ Sample Community ■ School Districts Like Us ▪ State

Category	Sample Community	School Districts Like Us	State
Bought at Store	14%	13%	19%
From Friends	14%	13%	19%
Gave Someone Money	18%	15%	13%
Took From Home	18%	15%	13%
Permission at Home	6%	7%	6%
At a Party	6%	7%	6%
From an Older Sibling	9%	11%	7%
I Stole it From a Store	9%	11%	7%

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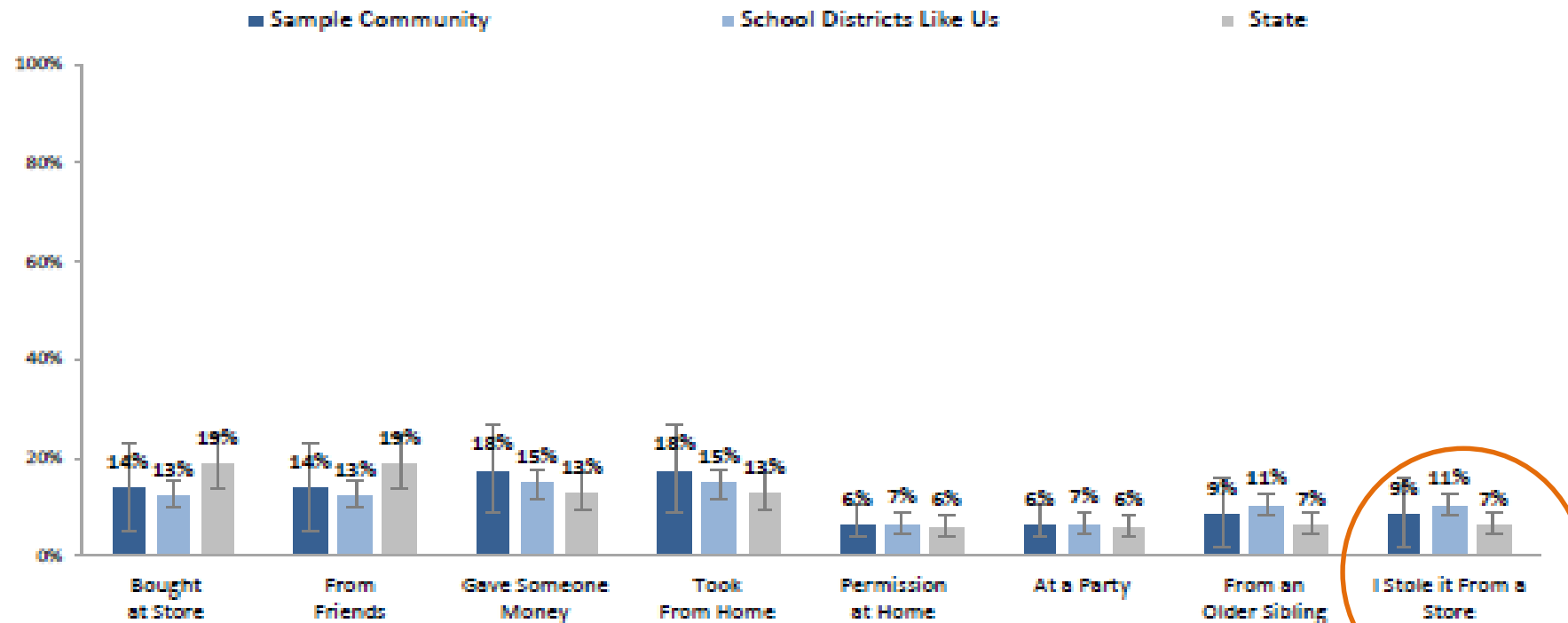
Norms

HYS Measures of Community Norms (2018, Percent)

Grade 8 — Grade 10

Legend: Sample Community (dark blue), School Districts Like Us (light blue), State (gray)

Grade 8:
- Youth Drinking Not Wrong: 16%, 16%, 14%
- Friends Drink: 16%, 16%, 14%
- Community Drinking Not Wrong: 29%, 29%, 26%

Grade 10:
- Youth Drinking Not Wrong: 29%, 29%, 26%
- Friends Drink: 13%, 13%, 12%
- Community Drinking Not Wrong: 13%, 13%, 12%
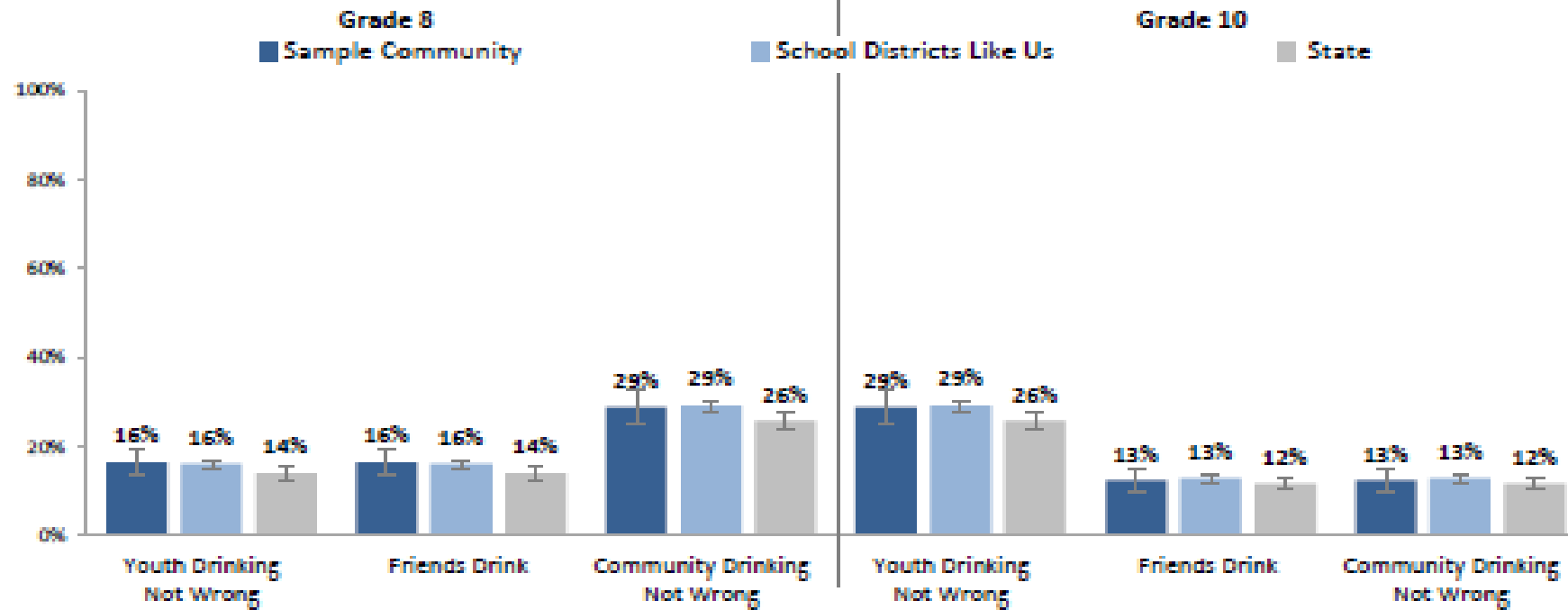
All Risk and Protective Factors

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

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Risk and Protective Factor Scales

Community Risk and Protective Factors

Legend:
- Sample Community
- SDLU
- State

GRADE 8

Percent Students at Risk

Laws and Norms Favorable to Drug Use
- 18%
- 19%
- 21%

Perceived Availability of Drugs
- 72%
- 71%
- 73%

Percent Students Protected

Community Opportunities for Prosocial Involvement
- 72%
- 71%
- 73%

Axis: 0%, 20%, 40%, 60%, 80%, 100%

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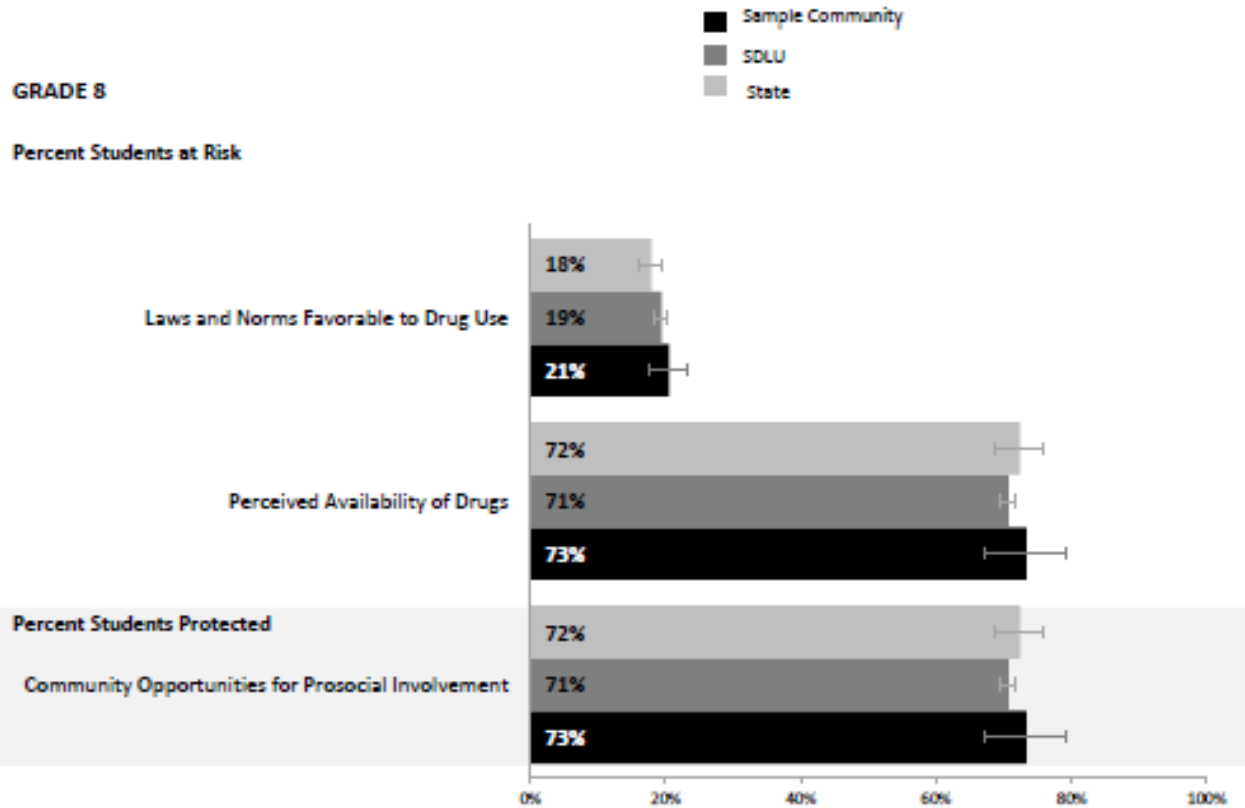
Risk and Protective Factor Scales

Parental Attitudes Tolerant of Substance Use

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

Grade 8
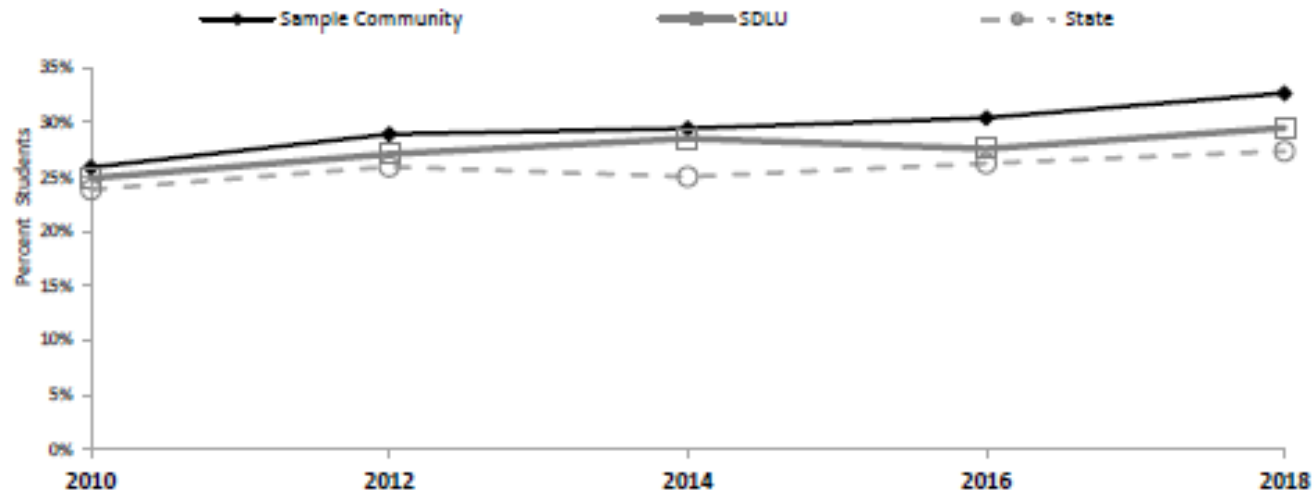
Data Book Opioids Chapter

▶ A subset of DOH PMP data.

▶ Organized by School District, County, & State.

▶ CPWI Communities not defined by school district(s) have data at the next available level.

Examples:

Community	Geography	Opioid data shown
Central Seattle	High School Attendance Areas	Seattle School District, King County, State
Almira	1 School District	Almira School District, Lincoln County, State
Enumclaw/White River	2 School Districts	(Enumclaw S.D + White River S.D.), Pierce County, State

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Opioid Prescriptions per 1,000 Residents

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

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

▶ **Page 95. Chart & Table, by Frequency.**
Ranks the frequency of opioids prescribed in your community.
Are we are focusing on the right the medications?

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Opioid Prescriptions per Patient

▶ **Page 92. Map, by school district.** (all ages all opiates)
Provides an overview of the statewide and regional picture.
How does our community compare to the state?

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

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Ranks the frequency of opioids prescribed in your community.
Are we are focusing on the right the medications?

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Health Care Authority
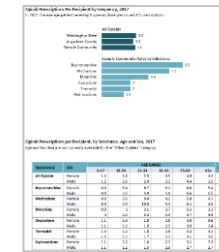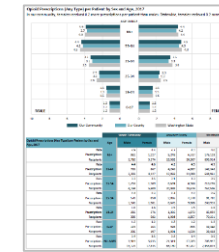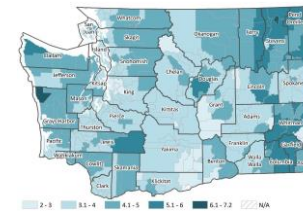
Annual Trends

Page 97. All Opioid Prescriptions per 1,000 Residents, 2012 through 2017
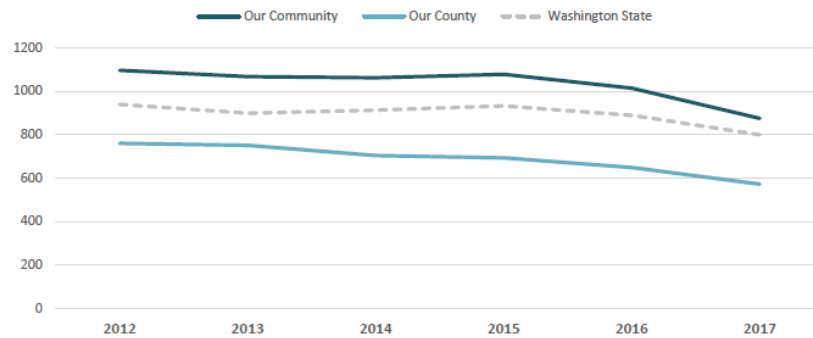
Page 98. All Opioid Prescriptions per Recipient, 2012 through 2017
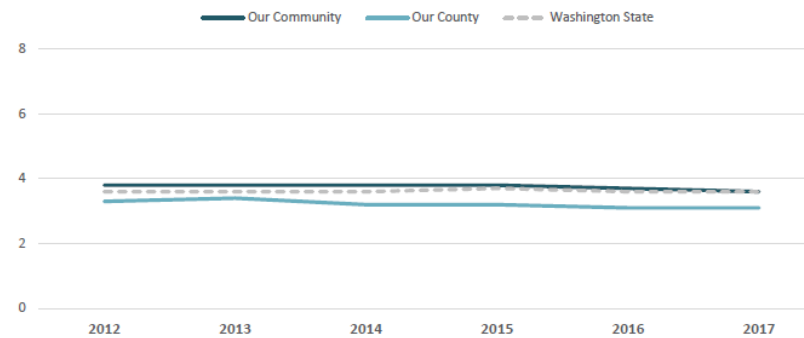
GEOGRAPHY	UNIT	YEAR					
		2012	2013	2014	2015	2016	2017
Sample Community	Rate	1,095.6	1,066.4	1,061.3	1,076.9	1,013.4	874.5
	Prescriptions	93,262	92,945	94,214	96,863	93,050	81,970
	Population	85,122	87,159	88,773	89,947	91,817	93,730
Anywhere County	Rate	759.7	750.1	703.2	692.9	648.7	572.0
	Prescriptions	1,486,450	1,486,450	1,418,328	1,422,112	1,365,646	1,231,959
	Population	1,956,655	1,981,555	2,016,905	2,052,454	2,105,100	2,153,700
Washington State	Rate	938.7	898.5	912.6	931.9	888.2	799.3
	Prescriptions	6,398,615	6,182,337	6,358,149	6,579,027	6,379,165	5,843,066
	Population	6,816,391	6,881,007	6,966,761	7,059,985	7,182,260	7,310,300

GEOGRAPHY	UNIT	YEAR					
		2012	2013	2014	2015	2016	2017
Sample Community	Rate	3.8	3.8	3.8	3.8	3.7	3.6
	Prescriptions	93,262	92,945	94,214	96,863	93,050	81,970
	Population	24,734	24,333	24,710	25,720	25,372	22,773
Anywhere County	Rate	3.3	3.4	3.2	3.2	3.1	3.1
	Prescriptions	1,486,450	1,486,450	1,418,328	1,422,112	1,365,646	1,231,959
	Population	450,787	438,737	441,372	450,346	439,145	400,866
Washington State	Rate	3.6	3.6	3.6	3.7	3.6	3.6
	Prescriptions	6,398,615	6,182,337	6,358,149	6,579,027	6,379,165	5,843,066
	Population	1,757,153	1,706,018	1,750,782	1,793,750	1,757,320	1,622,161

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Additional Information: Tables

▶ The information underlying the charts in this chapter.

▶ Detail beyond what is easily displayed as a chart.

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

Additional Information: Maps

All Controlled Substances (not just Opioids)

Prescriptions Per 1,000 Residents by S.D.
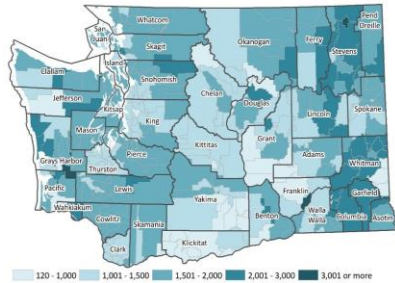
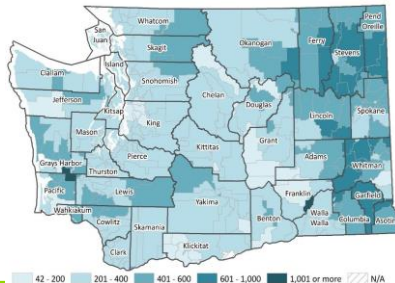Prescriptions Per Patient by S.D.
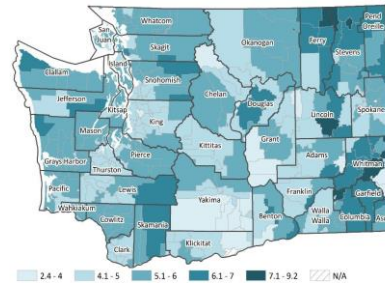
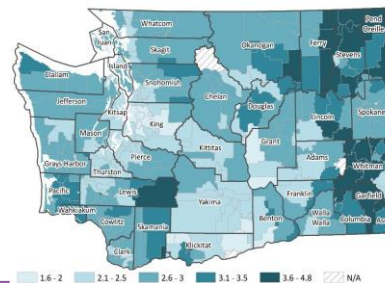Patients with Prescriptions per 100 Residents by S.D.
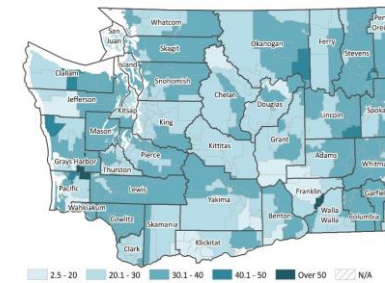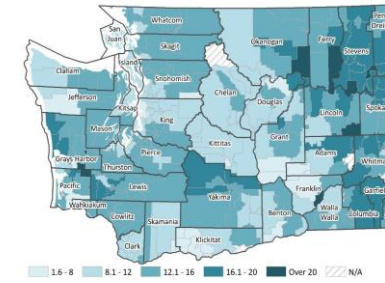
Hydrocodone

Prescriptions Per 1,000 Residents by S.D.

Prescriptions Per Patient by S.D.

Patients with Prescriptions per 100 Residents by S.D.

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