Community Prevention and Wellness Initiative Needs Assessment Webinar

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Julia Greeson, Prevention System Manager

Scott Waller, Prevention Integration Lead

Division of Behavioral Health and Recovery (DBHR)

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Today's objectives

- Brief review CPWI related to assessment

- How to build an effective assessment workgroup (aka subcommittee)

- Understand and prioritize data

- Develop group decision making criteria

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Brief history of Community Prevention and Wellness Initiative (CPWI)

- Focusses resources in the highest-risk communities in Washington

- Community driven and data informed planning

- Opportunity to leverage funding to support prevention
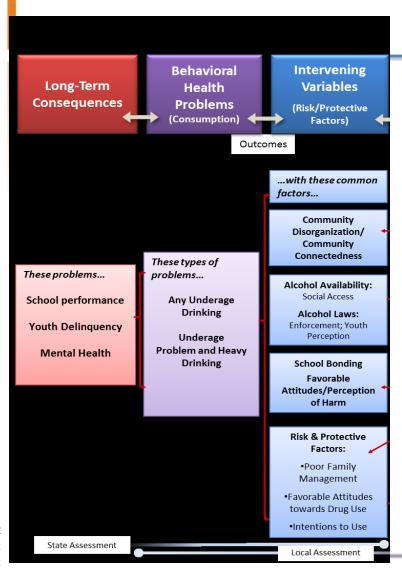
- Demonstrate that prevention works!

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Community Prevention & Wellness Initiative Process Model

DBHR COMMUNITY PREVENTION AND WELLNESS INITIATIVE PLANNING FRAMEWORK

Capacity Building

Sustainability and Cultural Competency

- Getting Started
- Assessment
- Planning
- Implementation
- Evaluation

Adapted from SAMHSA Strategic Prevention Framework

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CPWI planning sequence

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Prevention planning foundation

Substance abuse prevention planning is most effective when based on:

- Reliable information about substance abuse and its consequences;

- Reliable data and/or information about those factors that place youth at higher risk, and, protect/buffer youth from those risks…

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Purpose of assessment

- Creates community-specific profiles

- Develops a focus for prevention planning

- Mobilizes the community

- Addresses misconceptions

- Establishes baselines and expected outcomes for prevention planning process

- Helps select effective prevention programs

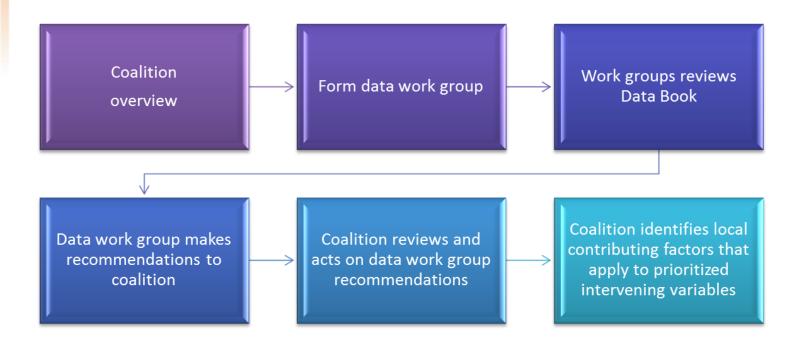- Evaluates progress

- Supports fund development

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Elements of a good assessment

- Needs

Today's Focus

- Resources

- Gaps

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Needs assessment process

```
Coalition overview → Form data work group → Work groups reviews Data Book
                                                        ↓
Data work group makes recommendations to 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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Poll

To what extent is your data workgroup or subcommittee established?

A. We are not that organized yet.

B. We have a workgroup but haven't met yet.

C. We have a group and have met at least once.

D. We've met multiple times and have priorities to vote on.

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Forming an assessment work group

- Who are good workgroup candidates?
- What is a manageable number of workgroup members?
- Do workgroups need structure too? (i.e., a chairperson and secretary?)
- Who already has a group in place that would like to share what worked and what you would do differently?

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Healthy Youth Survey data

Risk Factor Indicator	Think back over the last 2 weeks. How many times have you had five or more drinks in a row? (A drink is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink.)
Protective Factor Indicator	There are people in my neighborhood who are proud of me when I do something well.
Problem Behavior Indicator	During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?

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Additional HYS data

Consequence Measures

School Performance
- Low grades in school
- Skipping school

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

Mental Health
- Depression
- Considering suicide
- Suicide attempts

Consumption Measures

- Current drinking
- Problem/heavy drinking
- Current tobacco use
- Current marijuana use
- Current other illegal drug use
- Current prescription drug use

Intervening Variable Measures

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

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

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

Perception of Risk
- Regular drinking isn't risky

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Fundamentals for understanding data

- Validity and reliability

- Generalizability

- Confidence intervals

- Comparing state and local results

- Comparing data over time

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Reliability

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

- How we assure reliability:
  - Standardized administration procedures

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Validity

- **Validity:** Does the item measure what it is intended to measure?

- How we assure validity:
  - Items from established instruments, validity checks

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Generalizability

- What is generalizability?

- Why 70% participation is important

- Challenges to generalizability
  - School level
  - ESD, County, or District level

- How do these challenges affect data interpretation?

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Do I have to generalize?

- Yes, if you want to apply the results to a larger population.

  – 8[th] graders in our district said….

- Yes, if you want to compare to others or results over time

- No, if you want to just describe the students surveyed, in that moment, without confidence intervals:

  – Students at our school who took the survey said….

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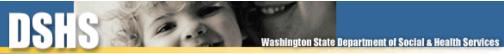Mission
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Confidence interval

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

- We are "95% confident" that the "true" value is within the +/- range, called the "confidence interval"

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CORE GIS – Social Indicator Data

DSHS Research & Data Analysis (RDA) website - http://www.dshs.wa.gov/rda/research/risk.shtm

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Social indicator data

What do you think this means?

State Tenino

Rate per 1,000 – how often something happens in a given population size

Pages 67-79

Arrests, Alcohol Violation (age 10-17)

The rate of adolescents (age 10-17) arrested for alcohol violations annually. Alcohol violations include all crimes involving driving under the influence, liquor law violations, and drunkenness. For children, arrests for liquor law violations are usually arrests for minor in possession. Not all police jurisdictions report all arrests, so the population is adjusted by subtracting the number of adolescents in those areas. If crime is higher in the non-reporting jurisdictions, then the actual arrest rate may be higher.

Source: Washington Association of Sheriffs and Police Chiefs, Uniform Crime Report (UCR). Compiled by the Department of Social and Health Services, Research and Data Analysis Division.

Rate per 1,000 adolescents

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
State	9	8	8	8	7	6	7	8	7	6
County	9	5	8	8	7	6	6	5	3	4

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Social indicator data

CORE Youth Delinquency Measures	Tenino Rates					State Rate
	2000/04 Combined	2005/09 Combined	Change from 00/04 - 05/09	Trend 2000-09	Compared to State 05/09	2005/09 Combined
Arrests: Alcohol Violations *(County results among adolescents ages 10-17)*	7.4 per 1,000	4.8 per 1,000	Decreased	Decreasing	Lower	6.8 per 1,000
Arrests: Drug Law Violations *(County results among adolescents ages 10-17)*	6.2 per 1,000	4.2 per 1,000	Decreased	Decreasing	Same	4.4 per 1,000
Arrests: Alcohol or Drug-Related *(County results among children ages 10-14)*	4.6 per 1,000	2.0 per 1,000	Decreased	Decreasing	Lower	2.6 per 1,000
Total Arrests *(County results among adolescents ages 10-17)*	69.6 per 1,000	49.7 per 1,000	Decreased	Decreasing	Same	46.5 per 1,000
Weapons Incidents in School *(District results among students)*	1.3 per 1,000	3.5 per 1,000	No change	Increasing	Same	3.0 per 1,000

*The bar chart includes combined 2005/2009 CORE county and state result for Arrests and district results for Weapons Incidents.

The table also includes combined 2000/2004 CORE county and state results for Arrest and district results for Weapons Incidents.

Weapons Incidents were not available for 2009, so results presented are from 2000/2004 and 2005/2008.

This is another way of showing the information from the previous slide.

Trend information helps to understand what is going on in the community.

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Local data and local experts

Examples:

- Hospital emergency room data
- Interviews with key individuals in your community about their feelings about substance abuse.

Why would this information be interesting to look at?

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Example of data displayed in Data Books -school performance

HYS Youth School Performance Measures	Wenatchee Rates						State Rate
	Grade	2008	2010	Change from 2008	Trend 2002-10	Compared to State 2010	2010
Low Grades in School Putting them all together, what were your grades like last year? (District results: *Getting mostly, C's, D's, or F's)*	8th	24%	24%	No change	No trend	Same	26%
	10th	27%	29%	No change	No trend	Same	29%
Skipping School During the last 4 weeks, how many whole days of school have you missed because you skipped or "cut"? *(District results: Skipped any days)*	8th	21%	24%	No change	No trend	Same	19%
	10th	23%	27%	No change	No trend	Same	21%

*The bar chart includes 2010 HYS district and state results.
The table includes 2008 and 2010 HYS district results and 2010 state results.

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Consumption

Consumption

Measure of the number of youth using/consuming alcohol and other substances

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

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

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Risk/Protective Factors most strongly associated with alcohol use
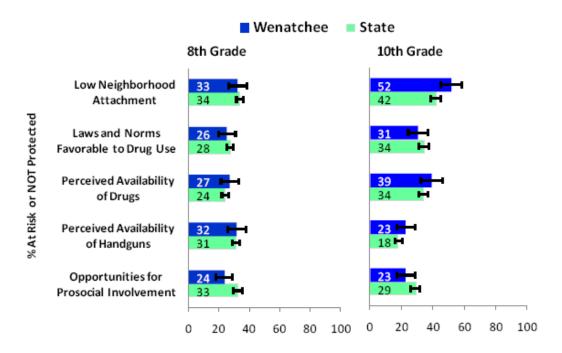
- Parental attitudes favorable towards drug use
- Early initiation of drugs
- Intentions to use drugs
- Friends' use of drugs
- Social skills (Protective factor)
- Data on all of the risk and protective factors are available at the end of the data book

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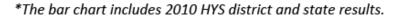Vision
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Risk & Protective Factors

All Risk and Protective Factor Measures

Community Risk and Protective Factor Scales Compared to the State

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

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Begin reviewing the data

1. Make two columns on a piece of paper. At the top of the left column write 8th grade. At the top of the right column write 10th grade.

2. Write down the indicators in the chart that are higher for your community than the state.

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Reviewing the data

3. Now, underline any of the items on your list that appear in the following list of risk and protective factors strongly associated with alcohol use for both 8th and 10th grade.

   - Parental attitudes favorable towards drug use
   - Early initiation of drug use
   - Intentions to use drugs
   - Friends' use of drugs
   - Social Skills (Protective)

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Reviewing the data

4. How many total intervening variables do you have written down for 8th grade? For 10th grade?

5. How many of the factors most strongly associated with youth alcohol use do you have written down?

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Decide how to prioritize

- Data workgroup will make recommendations for prioritization to the full coalition based on a review of all the data.

- In this section, you will identify the criteria you will use to make prioritization easier

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Developing selection criteria – recommended process

1. Determine the important considerations, e.g., drug use trends?, numbers of people involved?

    Hint: Start with a list of suggested criteria

    THEN,

    A.   Ask if there are others to be added

    B.   Ask if there are items on the suggested list that should come off

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Developing selection criteria – recommended process

Suggested list of criteria

- ❖ Availability of data

- ❖ Biggest "bang" for the buck

- ❖ Community readiness

- ❖ Drug use trends

- ❖ Impact on community overall

- ❖ Number of people impacted

- ❖ Problem can be impacted with available funding

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Developing selection criteria – recommended process

2. Explain each criterion and make sure that people understand it

3. Test for agreement that criterion is on the list – thumbs up, flat palm, thumbs down

4. Thumbs up and flat palm criterion are added to list

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Developing selection criteria – recommended process

5. Discuss thumbs-down criterion – one person gives reason for inclusion, another gives a reason for exclusion

6. After 3-5 minutes, test for acceptance again – thumbs up and flat palm are added to list. Thumbs down criterion are not added to the list.

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Apply criterion to your data-based priorities – recommended process

A. Each person makes a chart

- ❖ Left side is list of accepted criteria

- ❖ Top is list of data-based priorities

B. Draw a line across the page left to right below each criterion

C. Draw a line up to down on the page to the right of each data-based priority

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Apply criterion to your data-based priorities – recommended process

Criteria	Add Name	Add Name2	Add Name3	Add Name4	Add Name5	Add Name6	Add Name7	Add Name8
1. Availability of data	1	6	8	2	5	7	3	4
2. Biggest "bang" for the buck								
3. Community ready to address								
4. High number of people impacted								
5. Impact on community								
6. The problem can be impacted with our funding								
7. Trends								
8. Add criteria								
9. Add criteria								
10. Add criteria								
TOTAL								

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Apply criterion to your data-based priorities

D. Rank order each data-based priority by each of the criteria

   For example, look at the first criterion in the list. Determine which of the data-based priorities is most important for that criterion and assign a "1.

E. Continue until you have assigned a number for each of the data-based priorities

F. Then, move to next criterion and repeat the process

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Apply criterion to your data-based priorities – recommended process

Criteria	Add Name	Add Name2	Add Name3	Add Name4	Add Name5	Add Name6	Add Name7	Add Name8
1. Availability of data	1	6	8	2	5	7	3	4
2. Biggest "bang" for the buck								
3. Community ready to address								
4. High number of people impacted								
5. Impact on community								
6. The problem can be impacted with our funding								
7. Trends								
8. Add criteria								
9. Add criteria								
10. Add criteria								
TOTAL								

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Apply criterion to your data-based priorities – recommended process

D. Each person total the numbers associated with each of the data-based priorities at the bottom of the page

E. Seek volunteer "accountant" to use a calculator to develop an average score for each data-based priority

F. Have each member give his/her score out loud. As each score is given, the accountant will enter it into the calculator.

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Apply criterion to your data-based priorities – recommended process

G. When all scores are given, accountant totals the scores and then divides by the number of people in the group to develop an "averaged score" for the data-based priority.

H. Averaged score is given to facilitator who writes it on easel sheet below the first data-based priority.

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Apply criterion to your data-based priorities – recommended process

I. Repeat for subsequent data-based priorities.

J. Select the 3 to 5 data-based priorities with the lowest averaged scores for prioritization in the strategic plan.

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What's missing

- What is still missing from your picture and how will you go about getting it?

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Report out to larger group

- Based on our review and application of our prioritization criteria, **we recommend the coalition prioritize the following:**
  - A.
    - Because…
  - B.
    - Because…
  - C.
    - Because…

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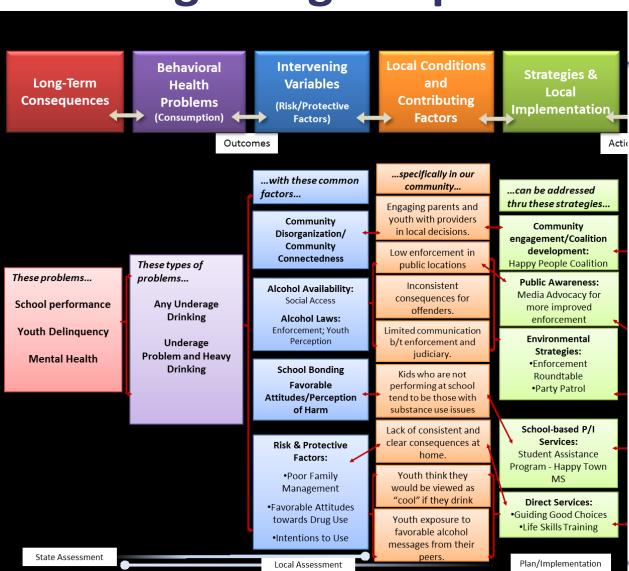
From "What?" to "Why?"

- You've now reviewed and adopted a set of data-based priorities.

- As you move forward that becomes "what" you are trying to change.

- You also need to understand "why" these problems exist in your community.

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Moving along the process

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Next training Resources Assessment and Gaps Poll

What would you like to learn most about?

A. What to include on the collection form?

B. When to conduct the resources assessment?

C. Who conducts the assessment?

D. How to prioritize gaps?

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Thank you

Scott Waller, Prevention Integration Lead

Scott.waller@dshs.wa.gov

Julia Greeson, Prevention System Manager

Julia.greeson@dshs.wa.gov

Division of Behavioral Health and Recovery (DBHR)

Behavioral Health and Service Integration Administration

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