

How to Access & Use Data

Conducting a Community Needs Assessment

County Prevention-Intervention-Treatment-Aftercare
(P-I-T-A) Strategic Planning Process



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Data trainings are sponsored by the Washington Interagency Network, including: The Department of Community, Trade and Economic Development (CTED); the Division of Alcohol and Substance Abuse (DASA), the Office of Superintendent of Public Instruction (OSPI), the Department of Health (DOH), and the Family Policy Council (FPC)

Linda Becker & Stacy Hirsch

Community Needs Assessment Data Training

What are we here to do?

- Offer ideas on how to conduct a needs assessment for strategic planning
- Describe and support the use of geographically specific data

How will we do this?

- By demonstrating the use of a set of data sources that are easily available
- By giving you some data with which to “get your hands dirty”

Why now?

- We now have more data at the sub-county level than ever before.

TELL US:

What do you want to get out of the strategic planning process?

What is the big picture of the needs assessment process?



Conducting a Community Needs Assessment

Introduction

Step 1 in the county strategic planning process requires a needs assessment as a foundation for selecting priorities. To be effective as part of a **strategic plan**---that is, a plan for which you lay out steps that will lead to the achievement of the plan---the priorities should be based on more than approximations of need. *A carefully done needs assessment is a roadmap for change.*

During the needs assessment process your agency or workgroup will determine the nature and extent of issues in your community. How?

- Using data provided by the State
- Using data you collect locally
- In collaboration with your partners,
 - discussing how specific issues are perceived among key stakeholders
 - and interpreting the data---put it in a local context.

Besides use in the needs assessment, some of the data you collect and analyze will be useful in developing a monitoring and evaluation strategy for your strategic plan.

► **Collaboration!!!** True collaboration is hard to achieve, but worth the effort. Research demonstrates that comprehensive programs that change the environment in which people make decisions offer the greatest probability of success.

Before you get started: Ask the question, “How much time and resource are you willing to put into the needs assessment?”

Depending on the quality of assessment you want to achieve you may have to reallocate time and resources to do it well. The more complete the assessment, the more likely you are to achieve the goals of your plan.



Stage 1: Plan and Organize

This stage includes:

- a map of tasks
- a timeline
- recruitment of key players
- assignments made for data collection
- assessments done
- data collected, reviewed and analyzed
- decisions made

The planning and organizing steps set the stage for the rest of the needs assessment process.

REMEMBER: The strategic planning process requires that each county submit a single plan, and that the plan includes Prevention, Intervention, Treatment and Aftercare. It also requires that both DASA and CM staff and boards have significant roles in planning.

► Engaging Stakeholders and Building a Team

Stakeholders: individuals who have a vested interest in the work---who represent the diversity of the community or county for which you are planning. A team of committed stakeholders will distribute the work among a group of interested people with diverse knowledge of substance use issues in the community. Their knowledge of what is already being done in this field will help you later when you need to assess resources.

To achieve the best results:*

- Identify and engage local stakeholders in the work from the beginning of the process.
- Identify members that have specific experience or skills that will be useful in the process.
- Include at least one team member that has an understanding of data and an ability to explain it to the larger team.
- Recruit members with experience conducting a community need assessments.
- Begin the recruitment process with an existing coalition or advisory board if applicable

**HINT: Mail a formal letter to invite participants or to confirm participation in the needs assessment process. This gesture helps formalize participation and may assist team members in setting time aside for this process.*

Develop a Plan for Conducting the Community Needs Assessment

Once you have a list of team members and scheduled your first meeting...

Two important questions to consider early in the process:

What is the “community”? Is it the whole county? Do you want to---or can you---do an assessment for different parts of the county?

What criteria will you use to select priorities? Is it economic impact? Is it the number of people affected? Who decides?

- Begin developing a plan for carrying out the community needs assessment process. The plan should include
 - An outline of your overall process
 - The tasks, with timelines for each task,
 - The names and affiliation of team members and their specific tasks
 - Dates of team meetings.
- Ensure every team member has an updated version of the plan at each meeting and has allotted time to completing their tasks.
- Document how each agency will implement the final product
- Develop and begin to implement a communication strategy for keeping team members, stakeholders and other key players informed regarding your progress on the community needs assessment.
- Identify additional resources you will need to implement the community needs assessment process.

Examples of additional resources might include:

- Additional clerical support for scheduling meetings
- Meeting location
- Refreshments for meetings
- Data translator

HINT: The plan and the needs assessment process will evolve into a communication tool you can use for ongoing planning, data collection and updates and creating awareness of trends and changes in your community.

County Prevention-Intervention-Treatment-Aftercare (P-I-T-A) Strategic Planning Guidelines

Recruitment:

- Identify individual partners and partnering organizations that may have an interest in the substance abuse continuum of care (community-based prevention, intervention, treatment and aftercare) and invite them to participate in the strategic planning process. The county will make a good faith effort to engage as many relevant individuals and organizations as necessary in the process.
- Seek involvement of many sectors of the community, including diverse individuals/organizations from their geographic area with particular attention to the following: ethnic/racial groups; tribes/tribal organizations; faith-based organizations; and gay, lesbian, bisexual, transgender organizations.
- Involve Community Mobilization Advisory Boards and Community Networks in aftercare activities and services.
- Include the county's recruitment efforts and initial networking in the strategic plan.
- Compile a list of individuals and organizations invited to participate, as well as a list of those individuals and organizations who agreed to participate in all or part of the strategic planning process.



Stage 2: Design Data Collection

Decide what information you need

The county needs assessment will use data from a variety of sources across the Prevention-Intervention-Treatment-Aftercare (P-I-T-A) continuum, some available at the state, county, and community level.

“Your questions will be your guide”

NOTE: We will use school district boundaries as a proxy for community because several of our important data sources report at the school district level. You can also collect data locally (county and community), as well as from internal sources, including past and current program data.

In Washington State the Prevention field traditionally begins needs assessments by looking at county-level risk and protective factors. However, because of the availability of sub-county data, it may make sense first to prioritize parts of the county based on demographic, economic, or resource assessment data. In that case, you could look at other data to identify communities or populations in the county, and then look at the risk and protective factors in that specific community.

Categories of indicators:

- Consumption indicators
- Consequence indicators
- Risk/Protective factors
- Intervening variables
- Risk proxies

Consumption indicators measure the number of people using/consuming various substances

Consequence indicators are measures of behaviors or outcomes that are known to be associated with substance use. For instance, car crashes, mental health disorders, school problems, delinquency, unwanted or unplanned sexual behavior---for some people these are related to substance use. That is NOT to say there is a causal connection. For instance, school problems could lead to substance use, rather than the other way around. That may be indirect, for instance by the choice of friends---other kids doing poorly in school who are using substances.

Psychosocial Risk and Protective Factors

- **Risk factors** are associated with or predict particular consumption and consequence outcomes. In Washington State we use a set of risk factors identified as being associated with youth substance use and other unhealthy behaviors. Many of these are measured in our statewide student survey of 6th, 8th, 10th and 12th graders.
- **Protective** factors buffer individuals from the effects of risk factors. These too are measured in the statewide survey.

Intervening Variable - While the direction of causality is not established in the research literature, intervening variables have been shown to have a relationship between substance use and the behaviors that are a consequence of substance use.

Risk Proxy - indicators that provide administrative data that has a predictive relationship to youth substance use---that is, where the proxy is relatively high, the likelihood of substance use is relatively high. However, many proxies measure public services or events that are susceptible to budget decisions (for instance the size of the police force, or the availability of treatment), or to changing social priorities, regardless of the incidents toward which they are directed (for instance, reports of suspected child abuse, or truancy). Therefore, proxy indicators must be interpreted in their local context.

What do you want to know?

The question that drives the needs assessment is: What services do the people in our county or community need? What people? Where are they?

[Later, in the strategic plan, and after a resource and readiness assessment, the question is: How can we make that happen?]

Where to start? Well, that depends....

Start with the county risk and protective factor profile (most common for prevention service providers).

OR

Start with substance use consumption (a logical place for intervention or treatment providers).

OR

Start with a population focus.

With the county population known to be most underserved? (What data would support this?)

Focus on an ethnic minority group known to have high risk factors (how do you know that?) and suspected to be underserved.

Start with a population that has the highest rates of substance use/abuse. (Where is that population? Which substance? Do you have data to support that?)

OR

Start with a “place” focus.

Start with the area of the county for which there are no HYS data but OSPI Report Card data shows a concentration of risk factors?

Start with the population or area that has the most DSHS clients (and therefore risk factors associated with poverty or disability).



Stage 3: Gather Data

Gather Data

Once you have determined how to focus your community needs assessment process you can begin gathering data. In this section we will discuss sources of data you can access for your needs assessment process. You can find location information for each source in Appendix C.

1. OSPI Report Cards
2. CORE-GIS
3. Healthy Youth Survey (HYS)
4. Treatment Analyzer (TA)
5. Washington State Needs Assessment Household Survey (WANAHS)

What you will get with these data?

OSPI Report Cards

<http://reportcard.ospi.k12.wa.us/>

The OSPI “Report Cards” provides data about schools and school districts. The following are included in each report card:

- . WASL scores
- . Gender (%M/F)
- . Ethnicity (%)
- . Special programs
- . Unexcused absences
- . Annual dropout rate
- . On-time graduate rate
- . Extended graduation rate
- . Teacher information
- . Financial data

HINT: If the “print friendly” version doesn’t work for you, cut and paste to a Word document, and print it in landscape.

CORE-GIS

<http://www1.dshs.wa.gov/rda/research/risk.shtm>

The Community Outcome and Risk Evaluation Geographic Information System (CORE-GIS) is a comprehensive collection of “archival” data that are organized to match substance use risk factors. Archival data are those collected by a variety of federal, state, and local agencies for their own record keeping, but which are used in the CORE-GIS for prevention needs assessment. For instance, police records of arrests, or coroners’ reports of deaths are reported in the CORE-GIS.

Data in the CORE-GIS Risk Profiles are available at state, county, school district (as a proxy for community) and “locales”.

LOCALES: Where school districts serve a small population, that is, a small community, or an event is very rare, some of the CORE-GIS indicators could not be reliably reported. For instance, reporting annual traffic deaths in a very small community would not be a meaningful annual rate----the community goes for nine years without a traffic death, and then, one horrible night, three people are killed. The annual rate, averaged over ten years, would be misleading.

To deal with this, the CORE-GIS reports rates for an area called a locale. A locale is sometimes a single school district (a school district with a base population of more than 20,000 people) and sometimes a number of school districts grouped together.

If you are looking at a community that has a population under 20,000, you will have community (i.e. school district) data for some of your indicators, and locale data for others. If, on the other hand, your community has a population over 20,000 (or thereabouts), your community data and your locale data will be the same.

Data Categories in CORE-GIS:

Community Statistics:

- Availability of Drugs
- Extreme Economic & Social Deprivation
- Alcohol or Drug-related Problems

Family Statistics:

- Family Problems

School Statistics:

- Senior Class Loss
- Low School Test Scores

Individual/Peer Statistics:

- Early Criminal Justice Involvement

Problem Outcomes:

- Child & Family Health
- School Issues
- Criminal Justice
- Treatment
- Arrests

Healthy Youth Survey

www.hys.wa.gov

<http://www3.doh.wa.gov/HYS/>

*****New website available January 2007*****

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 Alcohol and Substance Abuse, the Family Policy Council Health and Safety Networks, and Community Trade and Economic Development.

The Healthy Youth Survey provides a wide variety of health and health behavior information about adolescents in Washington. The information from the Healthy Youth Survey can be used to identify trends in the patterns of behavior over time.

The DOH website has an interactive query system for the state sample. A wide variety of reports, including county reports, are available on both DOH and HYS.wa.gov sites. The DOH site also has the state sample reports by race and ethnicity. For school district level reports, you have to work with your local school district personnel.

Data Categories in Healthy Youth Survey

The risk and protective factors in the Healthy Youth Survey focus on lifestyle and behaviors and the social environment.

Social Environment

- . School
- . Peer
- . Community
- . Home environments
- . Individual assets

Behaviors

- . Illicit Drug use
- . Alcohol use
- . Tobacco use
- . Violence
- . Staying in school

Overview of Treatment Analyzer (TA) - password protected

The DASA-TA provides DASA staff and other members of the chemical dependency treatment community with the ability to access up to date, accurate, and reliable information on treatment services, clients, and outcomes through a web-based reporting and query system.

Treatment Services

- Admissions
- Assessments
- Length of stay

Client Information

- Demographics (such as age, gender, marital status, race/ethnicity)
- Type of funding (TANF, ADATSA)
- Primary drug

Outcomes

- Treatment completion
- Post-discharge employment/wages
- Post-discharge arrests

Overview of Washington State Needs Assessment Household Survey (WANAHS)

<http://www1.dshs.wa.gov/rda/research/4/52/default.shtm>

The WANAHS was a statewide survey of 6,713 adult household residents designed to measure the prevalence of substance use and the need for substance abuse treatment. Data were collected from February 2003 through February 2004. These data update a previous survey conducted in 1993-94.

This series of reports provides detailed estimates of substance use, the need for substance abuse treatment, and use of substance abuse treatment services for each of Washington's 39 counties.

If you don't have the information you need...

It is inevitable that you will not have all of the information you need for making good, informed decisions. Some of those data will be available locally. In Appendices you will find some sample data collection sheets. Use these, edit these to better reflect your needs, or make your own. Whatever you do, be systematic, and keep good notes about your data resources.

County Prevention-Intervention-Treatment-Aftercare (P-I-T-A) Strategic Planning Guidelines

Profile of Population Needs/Needs Assessment

- Profile the population (e.g. demographics) and needs related to P-I-T-A. Review relevant local data which may include, but is not limited to the following: demand for chemical dependency treatment, drug prevalence data, drug manufacturing and trafficking, alcohol availability, mental and physical health, mortality and morbidity, community laws and norms favorable to substance abuse, and family support/family issues.
- Discuss specific local data relating to alcohol, tobacco marijuana, opiates and methamphetamine.
- Identify potential geographic target areas and populations.

Resource Assessment

- Identifying additional resources needed to build a comprehensive approach to addressing substance abuse issues.

Types of resources and strengths to be assessed may include:

- Programs and services
- Funding sources and funding streams
- Equipment and facilities
- Organizations and people (skills and relationships)
- Laws, policies, and norms
- Information and referral



Stage 4: Review & Analyze Data

Rarely will you collect data, and then review and analyze it as two discrete steps. Rather, you will probably repeat the collect--review---analyze steps. Your first review may help to focus on additional data that you hadn't anticipated needing. Or your first analysis may lead you into a new, direction. Because of the difficulty in getting large advisory committees together, a smaller data workgroup can do a lot of pre-digesting of your data before the prioritizing process that leads to developing your strategic plan.

You may need a small data workgroup as a subcommittee of the group that will make final decisions.

- Review selected categories of data to determine the adequacy and significance of the data or information
 - Identify relevant issues and concerns
 - Highlight trends
 - Assess whether or not you have enough information to understand and/or prioritize a specific issue?
 - If not, are there better or local sources for this data?
 - Some data will tell a story that requires interpretation by people who are not on your committee
- Draft a proposed list of priorities
- Review proposed list with community needs assessment team

Design a process that will work in your situation, depending on the amount of time and interest your partners have in the decision-making activities. For instance, teams often organize a full day to review a proposed list of priorities or two half day sessions. Packets of data may be assembled prior to the meeting to help orient team members to the findings. The use of flip charts can also be an effective way to rank indicators.

Developing a problem statement

1. Assemble your community needs assessment team
2. Review the proposed list of priorities
3. Create a list of what is known about each priority
4. Describe the problem in 1-2 sentences

Before the needs assessment team can really address a priority/problem it is important to learn as much as possible about the priority.

See the example worksheet template on the next page

Problem Statement Worksheet

Priority Name	What is known about priority? What needs to be solved, produced, responded to, or found out?	Problem Statement

County Prevention-Intervention-Treatment-Aftercare (P-I-T-A) Strategic Planning Guidelines

Data Analysis

- Analyze relevant local data collected as part of the needs assessment and resource assessment.
- Develop clear, concise, and data driven problem statements



Stage 5: Make Decisions

County Prevention-Intervention-Treatment-Aftercare (P-I-T-A) Strategic Planning Guidelines

Assessment of Community Readiness and Support

- Conduct an assessment of support by formal leaders, informal leaders, and the general public for providing services for each element of the substance abuse continuum of care to include:
 - Organizational, fiscal and leadership capacity
 - Review of external factors
 - Potential barriers to success
 - Unique opportunities
 - Cultural competence to provide effective substance abuse services

Gap Analysis

- Conduct a gap analysis to determine the difference between local needs and resources.
Examples include the following:
 1. Funding sources and funding streams: Is there sufficient local collaboration and coordination in fund raising efforts?
 2. Equipment and facilities: Do local program and service providers have sufficient equipment to meet the demand for services?
 3. Organizations and people: Do programs and services need bilingual translation services?
 4. Laws and policies: Does the community support law enforcement efforts to enforce the laws?

Appendix A: Data Collection Worksheets

Demographics

Population Data	Scale	Population Focus	Local Data Needed
Total population of county:			
Don't know/unavailable:			
Source:			

Ethnic Breakdown (by %)	Scale	Population Focus	Local Data Needed
White			
African American			
Hispanic			
Asian			
Native American			
Other			
Don't know/unavailable			
Source:			

Under 21 Youth	Scale	Population Focus	Local Data Needed
Number of youth (ages 0-14, 15-20)			
% of the total population			
Don't know/unavailable			
Source:			

Consequence Data

Indicator Name	Scale	Population Focus	Local Data Needed
Freshman who Leave School Before their Senior Year			
Domestic Violence			
School dropout			
Truant Students Grades 9-12			
Alcohol or drug related deaths			
Births (Mothers Age 10-17)			
Child Injury and Accident Hospitalizations			
Child Mortality (Ages 1-17)			
Alcohol Related Traffic Fatalities Per All Traffic Fatalities			
Poor Academic Performance, Grade 10 WASL (Age 15)			
Poor Academic Performance, Grade 4 WASL (Age 9)			
Poor Academic Performance, Grade 7 WASL (Age 12)			
Sexually Transmitted Disease Cases (Birth-19)			
Suicide and Suicide Attempts (Age 10-17)			
Women Injury and Accident Hospitalizations			
Source:			

Consumption Data

Indicator Name	Scale	Population Focus	Local Data Needed
Illicit drug use - Youth			
Alcohol Use - Adult			
Alcohol Use - Adults in Treatment			
Alcohol Use - Youth			
Alcohol Use - Youth in Treatment			
Adult illicit drug use			
Adult tobacco use			
Tobacco Use - Youth			
Alcohol Use - Youth			
Marijuana Use - Youth			
Tobacco Use - Youth			
Illicit drug use other than marijuana - Youth			
Source:			

Intervening Variable Data

Indicator Name	Scale	Population Focus	Local Data Needed
Alcohol, easy to get			
Community norms permissive toward youth alcohol use			
Imposition of penalties for students with alcohol violations			
Local regulations for public events (Regulations)			
Students who report they usually got alcohol from a social source (Social)			
Youth perception of adult opinion re: youth drinking			
Youth who bought alcohol from a store (Retail)			
Easy to get marijuana			
Easy to get other drugs			
Easy to get tobacco			
Source:			

Protective Factor Data

Indicator Name	Scale	Population Focus	Local Data Needed
Rewards for Prosocial School Involvement			
Social Skills			
Opportunities for prosocial involvement			
Rewards for prosocial involvement			
Opportunities for prosocial involvement			
Rewards for prosocial family involvement			
Belief in the Moral Order			
Prosocial Involvement			
Opportunities for Prosocial Involvement			
Interaction with Prosocial Peers			
Source:			

Risk Factor Data

Indicator Name	Scale	Population Focus	Local Data Needed
Alcohol related problems (community)			
Poor family management			
Community laws and norms favorable to drug use			
Early Initiation of Drug Use			
Anti-social behavior			
Early Initiation of Antisocial Behavior			
Perceived availability			
Laws and norms favorable to drug use			
Perceived availability of handguns			
Parental attitudes favorable toward drug use			
Parental attitudes favorable to antisocial behavior			
Favorable Attitudes Towards Drug Use			
Friends' Use of Drugs			
Intentions to Use			
Perceived Risk of Drug Use			
Favorable Attitudes Towards Antisocial Behavior			
Interaction with Antisocial Peers			
Rewards for Antisocial Involvement			
Academic failure			
Lack of commitment to school			
Low commitment to school			

Freshman who Leave School Before their Senior Year			
Domestic Violence			
School dropout			
Truant Students Grades 9-12			
Alcohol licenses/outlets (retail)			
Alcohol compliance check data (retail)			
Arrests for alcohol law violations, age 10-17 (Enforcement)			
Arrests, alcohol related, 18+ (Enforcement)			
Arrests, Alcohol Violation (Age 10-17)			
Location of Alcohol Outlets (Retail)			
Arrests for alcohol and drug law violations, age 10-14 (Enforcement)			
Arrests, Drug Law Violation (Age 10-17)			
Arrests, Drug Law Violation (Age 18+)			
Arrests, Property Crime (Age 10-14)			
Arrests, Property Crime (Age 10-17)			
Arrests, Property Crime (Age 18+)			
Arrests, Vandalism (Age 10-14)			
Arrests, Violent Crime (Age 10-17)			
Arrests, Violent Crime (Age 18+)			
Existing Home Sales			
Food Stamp Recipients (All Ages)			
Tobacco Retail and Vending Machine Licenses			
Low Birthweight Babies			

Net Migration, 3 Year Moving Average			
New Residence Construction			
Population Not Registered to Vote			
Prisoners in State Correctional Systems (Age 18+)			
School Weapons Incidents All Grades			
Temporary Assistance to Needy Families (TANF), Child Recipients			
Total Arrests (Age 10-14)			
Transitions and mobility (Community)			
Unemployed Persons (Age 16+)			
Victims of Child Abuse and Neglect in Accepted Referrals			
Source:			

Appendix B: Sample Questionnaires

SAMPLE ENFORCEMENT QUESTIONS

The following is a list of questions on the nature of underage drinking enforcement in communities. The more information that can be gathered, the more effective the strategic plan. However, if the answer to the question is unknown or difficult to obtain, indicate that fact and move on to other questions.

Enforcement Questions:	Local Response
1. Do you have support of top law enforcement officials for enforcing underage alcohol violations?	
2. What are the underage drinking enforcement programs your law enforcement agencies are currently doing such as compliance checks, Cops In Shops, etc.?	
3. Is there information on buy rates, number of citations given, fines/suspensions against retailers?	
4. Can the effectiveness of these programs be measured?	
5. What is the attitude of law enforcement to enforcing underage drinking and DWI/DUI laws?	
6. What obstacles does law enforcement face in youth alcohol enforcement?	
7. Is it easy for minors to buy alcohol?	
8. Where do youth obtain their alcohol?	
9. Where does underage drinking occur? Are there specific locations where youth gather to drink?	
10. Out of 10 retailers, how many do you estimate would sell to an underage youth?	
11. Are any law enforcement agencies in your community committed to youth alcohol enforcement in terms of providing manpower, task forces, special training, etc? If so, list the programs.	
12. Which law enforcement agencies work together in the community to enforce underage drinking laws?	
13. Is there one officer from local law enforcement who could take lead in contacting other local law enforcement agencies? Who?	
14. What are the attitudes of prosecutors, judges in your community toward underage drinking?	

15. Is there any training for the judiciary with respect to youth alcohol violations?	
16. Do juvenile justice and law enforcement agencies cooperate on underage drinking issues? How?	
17. What is the attitude and policy of alcohol beverage control agencies?	
18. Are there a sufficient number of alcohol beverage control agents and inspectors to regulate establishments that sell alcohol?	
19. Is training available which focuses on effective enforcement of underage drinking laws?	

SAMPLE PREVENTION QUESTIONS

The following is a list of questions on the nature of prevention programs in the community. The more information that can be gathered, the more effective the strategic plan. However, if the answer to the question is unknown or difficult to obtain, indicate that fact and move on to other questions.

Prevention Questions	Local Response
1. What underage drinking prevention programs already exist?	
2. Is there a underage drinking prevention program that is successful?	
3. Is there a underage drinking prevention program that is weak?	
4. Are the underage drinking prevention programs evaluated and is that evaluation available?	
5. What institutions, organizations, agencies take primary responsibility for prevention and education programs?	
6. What kinds of alcohol-free activities are available to youth and are they well publicized?	
7. How does the media report incidents involving underage drinking?	
8. Are parents involved in prevention/intervention strategies and education?	
9. Are there prevention programs targeted at adults?	

10. Are there campus-based prevention/intervention policies, programs, and training?	
11. Is there any server/seller training for liquor licensees? Is it mandated?	

SAMPLE EDUCATION QUESTIONS

The following is a list of questions on the nature of education in the community. The more information that can be gathered, the more effective the strategic plan. However, if the answer to the question is unknown or difficult to obtain, indicate that fact and move on to other questions.

Education Questions	Local Response
1. How many high schools are in your community?	
2. How many colleges/universities?	
3. Are these colleges or universities residential or commuter?	
4. Does the school system have a policy on underage alcohol use and is it enforced?	
5. Are police officers assigned to secondary schools in the community? What is their role?	
6. Are students permitted to leave high schools for lunch? If yes, describe what happens.	
7. Is there a student assistance program? Is there evidence that it is utilized?	
8. What type of alcohol education is conducted in the schools?	
9. Has your public school system adopted a prevention model curriculum? If so, briefly describe or give the name.	
10. Do the universities and colleges have an alcohol policy? Is it widely distributed?	
11. What is law enforcement's role on university/college campuses?	
12. Are alcohol incidents part of disciplinary programs and are they reported to the police?	
13. Is alcohol served at college/university events?	
14. Do fraternities/sororities provide alcohol at special events? What are the policies?	

15. What emphasis is alcohol given in college freshman orientation sessions?	
16. What is the environment like around college/university campuses, i.e., number of bars, advertising of drink specials, etc.?	

SAMPLE PUBLIC POLICY QUESTIONS

The following is a list of questions on the status of public policy in the community. The more information that can be gathered, the more effective the strategic plan. However, if the answer to the question is unknown or difficult to obtain, indicate that fact and move on to other questions.

Public Policy Questions	Local Response
1. What are the state’s and/or locality’s underage drinking laws and regulations? Check the ones which apply:	
Zero tolerance	
Purchase, attempt to purchase	
Possession	
Consumption	
Public Intoxication	
Use/lose (driver license suspensions/revocations for underage use/possession/purchase)	
Drinking and driving	
Adults who provide alcohol to minors	
Sales to minors	
Keg registration	
Graduated licensing	
Fake IDs – making, selling, using	
2. Are youth involved in any public policy initiatives?	
3. What is the state’s and local community’s number one public policy issue involving youth?	
4. How do legislators view the importance of preventing underage drinking?	
5. Does the industry have influence in the way public policy initiatives are decided?	
6. Does the coalition regularly brief policy makers on the underage drinking issue?	
7. Has the coalition ever testified before a federal, state or local government body? If so, which one.	
8. Has your coalition been involved in a public policy victory or defeat? If so, describe.	
9. Are public officials actively involved in your coalition? If so, who are they?	
10. What type of alcohol advertising (other than	

television) exists in the community, i.e., billboards, mass transit signs, retail establishments, sponsorship of local sporting or entertainment events, etc.?	
11. What are the regulations on getting and keeping a license to sell alcohol?	
12. Is your state a control (state control of liquor sales) or open (retail establishments) with respect to the sale of alcohol?	

SAMPLE MEDIA QUESTIONS

The following is a list of questions on media coverage of the underage drinking issue in the community. The more information that can be gathered, the more effective the strategic plan. However, if the answer to the question is unknown or difficult to obtain, indicate that fact and move on to other questions.

Media Questions	Local Response
1. Has there been an alcohol-related incident involving underage youth in the past year?	
2. If yes, did this incident receive widespread coverage in the media?	
3. Estimate how many stories have been in the media in the past year that concerned underage drinking?	
4. Does the coalition have a media plan with a complete, updated media list?	
5. Has the coalition ever conducted a media event? If so, was it successful? If it was not successful, what were the lessons learned?	
6. How does the coalition view the media? Is it important or not important?	
7. Does the coalition include members of the media? If yes, what is their role?	
8. Briefly describe what the coalition believes the media would be interested in with respect to the activities of the coalition?	
9. Is the coalition involved in any national media efforts such as the National Youth Anti-Drug Campaign, Partnership for a Drug Free America, Marin Tobacco Initiative? If yes, please give the names.	

Appendix C: Resource Lists

DATA NAME	DESCRIPTION	TARGET GROUP	COLLECTION PERIOD	LEVEL	DATA LOCATION	YEARS AVAILABLE
Healthy Youth Survey - HYS	School-based youth risk and behavior survey of WA State 6th, 8th, 10th and 12th graders. Topics include safety and violence, physical activity and diet, alcohol, tobacco and other drug use, and related risk and protective factors. Survey measures come from national surveys (YRBSS, YTS, MTF, CTC) and local needs. All schools with the proper grade levels are eligible to participate. In 2002-2004 the survey instrument was available in English, Spanish, Korean, Vietnamese and Russian.	Youth	Collected in the fall of even years Reported every two years	State, ESD, County, School District and Building level	DOH - HYS websites: survey background and results: http://www3.doh.wa.gov/HYS Survey information and registration: http://www.hys.wa.gov/ New Website coming January 2007	HYS: 2002, 2004 WSSAHB: 1992, 1995, 1998, 2000 YRBS: 1999 Report on Substance Abuse: 1988, 1990 2002-2004 HYS bar chart results, 00-04 participation rates, tobacco trends and comparisons 00-04 on the contractors resource website 2002-2004 reports and online data query system on DOH's HYS website
CORE-GIS	A comprehensive collection of state and county data related to substance use and abuse, and the risk factors that predict substance use among youth. Data are organized and presented within a risk and protective factor framework used across the state by substance abuse prevention planners.	Adults and Youth	Collected annually Updated:	State, County, Locale, School District	www1.dshs.wa.gov/RDA/research/risk.shtm	See website for state and county specific data
Treatment Analyzer - TA	The DASA-TA provides DASA staff and other members of the chemical dependency treatment community with the ability to access up to date, accurate, and reliable information on treatment services, clients, and outcomes.	Adults and Youth	Monthly	State and County level	http://www.dasa-ta.com/dasa/layout.asp	See website for specific years
OSPI Report Cards	The OSPI School Record data provides a summary of school district level data including race/ethnicity data, test scores and attendance	Youth	Collected and updated annually	School district	http://reportcard.ospi.k12.wa.us/	1996-2006
WANAHS	Washington State Needs Assessment Household Survey	Adult	Data collected 2003, estimates through 2010	County	http://www1.dshs.wa.gov/rda/research/4/52/forcast.shtm	2003-2010 (estimates)

Category	Description	Links
From the 2000 Census: demographics, ethnicity and language, economic indicators	Counties and cities, preset reports, easy to use!	http://quickfacts.census.gov/qfd/states/53000.html
	4-page profiles, of counties, cities, tribal areas, metro areas	http://www.ofm.wa.gov/census2000/profiles/county/05053067.pdf
	School district, with a query system.	http://nces.ed.gov/surveys/sdds/index.asp
	Counties, cities, zip codes, tribes, with a query system and detailed maps.	http://factfinder.census.gov/servlet/BasicFactsServlet
Economic and Well-Being Indicators	Wide variety of indicators by county and school district (aggregated school districts with low base population). Eg., TANF, food stamps, mortality, child abuse, suicide. (One-stop shopping for the unambitious.)	http://www1.dshs.wa.gov/rda/research/risks.htm
	Kids Count profiles ranking counties on indicators such as WASL scores, prenatal care, children below poverty.	http://www.hspc.org/publications/county_profiles2003.aspx
	County profiles of public revenues and expenditures	http://www.ofm.wa.gov/databook/county/thur.htm
	County profiles of employment and wages data. (Wa. State ESD)	http://www.workforceexplorer.com/article.asp?ARTICLEID=3151
	ESD county profiles that are short with no text, but with similar data to the report above. If there are employment related data you cannot find on either of these, go to their homepage at workforceexplorer.com.	http://www.workforceexplorer.com/cgi/databrowsing/localAreaProQSSelection.asp
	ESD also annually updates a list of distressed areas in the state.	http://www.workforceexplorer.com/article.asp?ARTICLEID=5010
	Long-term trends on income data for counties from a WSU project.	http://niip.wsu.edu/washington/default.htm
	Free and reduced lunch eligibility by school district. OSPI	http://www.k12.wa.us/ChildNutrition/FreeReducedDistrict.aspx
Education	Data on enrollment, graduation, dropouts, at county, district, and school, with demographic breakdowns, and historical data. OSPI	http://www.k12.wa.us/dataadmin
	In addition to some of the data above, WASL scores are available at county, district, and school. A tool "Compare My School" allows you to compare results between up to three districts and/or schools. OSPI	http://reportcard.ospi.k12.wa.us/DataDownload.aspx
Health	Access to primary health care for Medicare and Medicaid, plus other topics. DOH	http://www.doh.wa.gov/hsqa/ocrh/har/hcresrch.htm
	Medically underserved areas. From the same office, this is about official designation of "health professional shortage areas".	http://www.doh.wa.gov/hsqa/ocrh/hpsa/hpsa1.htm
	The DOH Center for Health Statistics reports many health statistics, some by county.	http://www.doh.wa.gov/ehsphl/chs/
	County Health Profile (Washington Health Foundation). User-friendly 4-page reports.	http://www.whf.org/professionals/profiles.asp